

# *The* CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

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Vol. 33

SEPTEMBER 1958

No. 1

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Needs

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Poetry without Apology . . . Japanese and American Stereotypes . . . Why  
Be An Exchange Teacher? . . . Attitudes of Teachers on School Behavior  
Problems Can Be Changed . . . Report Cards—Yesterday and Today

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# The Clearing House

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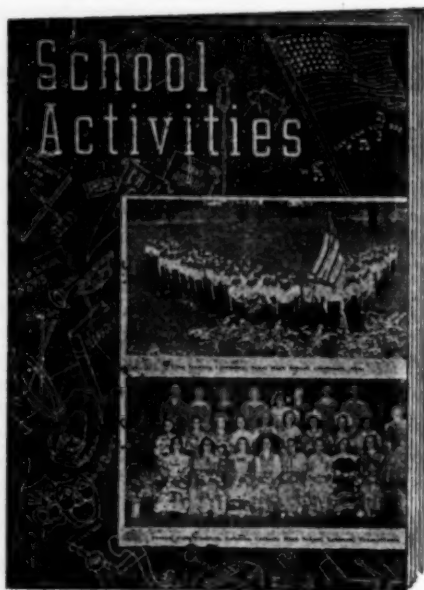
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# POETRY WITHOUT APOLOGY

By JUNE DIEMER

THE CASE FOR PRESERVING the study of humanities for the bulk of the population rests with the high-school English teacher—at a time when that population is impatient to launch a man-made moon satellite. What time do we have to waste trying to understand what the great minds have thought! There is a rush for a *new* knowledge now, and science fiction more than figuratively replaces the Great Books. At a time when we all live in the dread of annihilation by our own scientific discoveries, we are impatient to discover even more. We have little time for contemplation, for evaluation, for understanding the real significance of what we are doing. The only thing that satisfies is *fact*. *Fact* without thought and understanding can as certainly destroy mankind intellectually as it may physically. The poetry and the literature in the high-school English curriculum are just as surely the weapons against intellectual deterioration as the radar outposts are the weapons against physical destruction.

But the teacher despairs. "How do I get students to feel that interpreting literature and writing poetry are *worth* anything to them, now?" And the answer is, "You can't—*before* they start." Intellectual development is something you understand *after* you have developed intellectually. If this is pointed to as a value, the student will not know what the teacher is talking about—not until the student is much older—and then only if he has had the opportunity for this development. But if intellectual develop-

ment, understood by the student or not, is important to the teacher, he will see that the student has opportunities for this growth, despite his own reluctance to face the strengthening teen-age opposition to the literary arts. If he can help the student over just the first line of the first poem written in class, he has given the student an opportunity for further intellectual pursuit.

If poetry is approached by the teacher without apology and without fear, it will create for the high-school teen-ager an opportunity for emotional expression, an awareness of the need for self-discipline in writing his own language, and an appreciation for intellectual development.

The actual writing of poetry is the most important kind of writing a student can do. *Not* because it makes poets out of students—it doesn't—but because it forces the student to get the exact word for the exact meaning; it teaches the student to teach himself; and it clears the way for interpreting and understanding the poetry written by greater poets, which should be the second step, not the first, in studying poetry. Understanding others comes after one has understood one's own thought processes.

If the study of poetry is started with the reading of the more complicated poems, both the student and teacher will likely be defeated. And reading just the simpler poems, or the lightly humorous, which are easily delivered and received, is not helping the student to interpret or understand

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 EDITOR'S NOTE

*Students can benefit from a study of poetry, but it depends on how it is taught. The teacher makes little progress when he says to the class, "This poetry is good. Therefore, you should appreciate it." Poetry can be forced on a captive audience, but not with success. In our school days we remember when we had to memorize:*

*Flower in your crannied wall  
I pluck thee forth, root and all.*

*Oh, that it had never been written! Nevertheless, study of poetry, as described in this article, makes good sense because it asks students to teach themselves by trying to write poems. If you think that this is too difficult a teaching task, why not hold your prejudice down for the time it takes to read what the author has written here. She teaches English and French in the Ridgeview High School, Napa, California.*

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poetry. These poems do not challenge, nor do they make the student anything more than he was before he read them.

The current lack of receptivity toward poetry frightens teachers. No one wants to start a lesson in any subject which he fears will be quickly rejected, or which he feels he must force on students. The very word "poetry" sends a groan through the class; it chills teachers and stimulates apologetic teaching.

Students want to feel that what they learn will do them some good. And the primary good that teen-agers are able to comprehend is material good. Their parents, too, subscribe to this goal for their children, since economic success is the predominant social measure. This, and the increasing value put on factual and scientific knowledge, leaves poetry looking like a frill. Teachers, too, question the value of poetry, and look on the understanding of nonrestrictive clauses as more valuable than the understanding of the writings of poets—writings which give the reader insight into

the complexities of the mind, insight into the process of intellectual thinking; writings which speak of philosophical conclusions about life and about the value of beauty, love, and loyalty; writings and values more necessary to understand and consider in a practical, scientific age than when they were written.

The teen-ager is a natural poet, but he needs a knowledge of the mechanics to have any measure of personal success. He is brimful of emotion, and rhythm has been a part of his life since birth, from the gentle motions of his mother, the songs and rhymes he heard in infancy, to the incessant singing commercial and the popular recordings he plays over and over again. This natural rhythm eventually becomes the basis for the way he makes his every move, from the way he walks, to the involuntary pauses in his talk.

But all of this is generalization really. We're all against sin. Educationally, we're all in favor of good teaching, the positive approach, individual differences, and stimulation to learning. Like many other teachers I am constantly irritated by articles in educational journals which give no help but only serve to remind me of all my frustrations, all my failures. I offer now examples in the technique of asking students to write poetry before they must like it, drawn, for the sake of economy, from one average tenth-grade class, in one routine class, in one unexceptional teaching year. If space permitted and the editors agreed, I could flood these pages with the poetry of other classes, other semesters, other years. I offer the following as illustrations, not arguments; and I offer them in the spirit that a qualified specific is better than a limitless generalization.

After the class examined the mechanics, which was after the class understood that these were merely the mechanics, I wrote one line on the blackboard which was to be the first line of the students' poems. The instructions read: Iambic tetrameter,

rhyme pattern AABB CCDD. The line?  
"The teen-age life is filled with dreams."

If, as the educationalists say, you should begin the study of something "where the student is," then this is where the teen-age student is, in the study of poetry. This is where he lives—introspective and wondering, the very thing that poetry is made of. Poems that are turned in from this assignment are not conned from other books, are not written by parents, are not left unfinished. Even students who have never turned in a completed written assignment before are soon tapping out their dreams at their desks with their pencils, or counting syllables on their fingers. And the heretofore unreconcilable picture of the hulking football player sitting blankly frustrated with the poetry assignment becomes a myth. Football players, and everybody has football players and basketball players, write some of the best poems—poems that are both rhythmical and fanciful. Very possibly the success these students have on the football field, which calls for rhythm and balance, carries over to the English class.

Here, both boys and girls examine their hopes, or interpret their understanding of life as they know it—so far.

#### *Teen-age Life*

The teen-age life is filled with dreams.  
It's often tough, or so it seems.  
They go through much discouragement,  
Then brush it off like it was lint.

They try to take what life does give,  
To understand why all life lives.  
They laugh and cry to ease the strains  
That all add up to growing pains.

It's not so hard to understand!  
It's been this way since time began.  
And if you'd only try to see  
The teen-age life just has to be.

#### *Dreams*

The teen-age life is filled with dreams.  
The teen-age boy is filled with schemes.  
At night he goes to bed to scowl  
Of what he'll do to kid his gal.

The teen-age girl is filled with plans.  
She dreams of love for a dashing man.  
She goes to sleep and dreams at night  
Of what her handsome man will like.

#### *Road of Life*

A teen-age life is filled with dreams,  
With wishes, plans and little schemes,  
A hope, a prayer, a laugh, a song,  
A far off thing for which they long.

Filled with friendships fast and true,  
Some bitter disappointments too,  
They do not see amidst their fun,  
The road of life has just begun.

Though all their dreams may not come true,  
When this their time of life is through,  
You'll find those dreams, those hopes, that plan,  
Will add up to a better man.

Assuming that we can't write beyond what we can imaginatively experience, these students express here what I would guess to be, for them, the optimum in their experience of original creativity. If as a teacher you find yourself saying, "But this isn't good poetry," are you also willing to say of the essay written by a tenth grader, "This is not good prose," or of the football of the tenth grader, "This is not good football," or of the love of a tenth grader, "This is not real emotion"? Do you ask that he do more in growth, experience, and comprehension than the sheer limits of living would equip him to do? Even if it's bad poetry, that's irrelevant. The student has accepted this strange means of communication. He is willing to tap his creativity. If we're going to attempt adult standards, let's face squarely the fact that these tyros have put aside their inhibitions, their sensitivities, and have been perfectly willing to attempt something at which they can't possibly be successful by the adult standards of the adult world in which they must live.

The second assignment called for interpretation. I put before the class a large reprint of Rembrandt's painting, "Man in a Gold Helmet." My only request was that each student poetically interpret the picture, choosing his own meter and rhyme pattern. "What do you see here?" I asked.

What *did* they see? No student saw a man who wore such and such and whose helmet was colored gold; no one described his physical appearance. Each student looked into the man.

When I saw the poems in process I realized that, while I had asked, "What do you see here?" the students had asked themselves, "What is this man like? What has he done that makes him look so sad?"

They were slower getting into this poem. They did not have the first line to start them off, they had to determine their own meter, and in this particular picture they did not like the face of the man they saw. To them he was old, tired, and without hope. These are not things teen-agers like to consider. But their reluctance was against what the man in the picture represented to them—it was not a reluctance to writing the poem.

The man appeared to the students as a war-weary hero looking back over his life. It was not the face, but this man's *life* they wrote of, the imagined reflections of an imaginary character.

His face was stern, the battle won,  
And what of they whose lives were done;  
Of those who heeded duty's call,  
'Til on this field they were to fall?

He sent them into dreary war,  
To fight 'til they could fight no more.  
'Twas he who sent them 'gainst the foe.  
His heart received their every blow.

This assignment had been a creative activity in another medium. This was a common experience which called on them for a reaction to observation. In effect, the class

was asked to utilize a particular capacity—the capacity to imagine—to plumb themselves, not only to estimate and to understand what they saw and what they felt, but to reproduce this experience imaginatively. There was no requirement that they be grammatical, that they be right, or that they meet some requirement in length of expression. What was absolutely required was that they say what they saw—that they channel, meld, and anneal; that they fuse emotion, experience, and expression into an articulate capture of themselves. They were asked to communicate the most abstract of all human experience, *understanding*, in terms intelligible and significant not to the adult world but to the world of their peers.

In doing this—and this is the phenomenon which is the joy of teaching—they come in great part individually to be their own audience and their own critic. The vagueness of different points of view and different values become reasonable realities as they hear and read reactions so different from theirs to a common experience. Their proprietorship makes them tolerant and their tolerance leaves them willing for understanding.

And from understanding develops that hard-muscled intellectuality which makes a man unafraid to reach for the moon—or even land on it.



## Art of Teaching

By JACOB C. SOLOVAY

Brooklyn, New York

Instructing pupils, I suppose,  
Must be an art—or sort of:  
The wise man teaches what he knows;  
The foolish, what he's short of.

# Japanese and American Stereotypes

By ORLO L. DERBY

PROMINENT IN THE THINKING of every American are those conceptions which we have of other peoples. Thus Frenchmen are dark, very gallant, and very polite; Swedes are big, blond, and brawny; Englishmen are reserved and addicted to tea.

During a recent trip to Japan under the auspices of the Fulbright program, I was privileged to observe at first hand the stereotypes of Japanese with respect to Americans and vice versa. One of the stereotypes Japanese have of Americans is that we cannot possibly eat Japanese food. On a first excursion to the Inland Sea area, I

had paused to eat lunch in the company of some Japanese secondary teachers. They were curious when I opened the lunch the Japanese maids had prepared for me and saw me beginning to eat the typical Japanese o-bento of rice balls flavored with sesame seed and bits of fried fish. "Oh, can you eat rice?" they asked in amazement. I replied that not only could I do so but I liked it. Only two weeks before my year-long stay came to an end, a Japanese professor and colleague of mine repeated the same question, "Can you eat rice?" during a farewell party for me.

One of the stereotypes Americans frequently have is that Japanese are yellow. This idea is an interesting one since it takes me back to the Occupation when, as a result of taking Atabrine, we had taken on quite a vivid yellow shade. Comparing ourselves to the Japanese, we found we were the yellow race and not the Japanese! Of course Japanese also consider themselves yellow. I remember vividly asking a group of Japanese with whom I was sitting whether they considered themselves yellow. "But of course," was their reply. "We are of the yellow race." "Look around," I suggested. They looked around and saw Japanese varying from very light, almost white, complexion to those of very dark complexion, of a hue comparable to those of us of Latin descent. I have never seen a truly yellow complexion in Japan. Perhaps this is another stereotype Americans have which is not altogether true.

A stereotype Americans have of Japanese is that Japanese are very polite. Perhaps it would be more nearly accurate to say that they are polite by training. Likewise, Japanese are inclined to feel that Americans are impolite. It would be nearer the truth to say that each is polite according to his own

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## EDITOR'S NOTE

*The man from Saudi Arabia visited the school, spoke to the assembly, and then offered to answer questions. He smiled when a pupil asked, "Do men in your country always wear the head-dress and flowing robes that King Ibn Saud dresses in?" "Not at all," the man replied. "We wear Western clothes just like your fathers do."*

*For us to have stereotypes of people in faraway places is one thing, but when they have strange ideas about Americans—well, that's a different thing. It is possible for a person in Iraq who has seen "Blackboard Jungle" to wonder just how safe teachers can be in American schools. This matter of stereotypes is really a result of ignorance. It is good that international educational exchange is causing us to re-examine our preconceived notions of customs in other countries. Even so, many of our stereotypes are subtle and will die hard. That is why the experience of the author makes good reading. He is professor of education, State University Teachers College, Brockport, New York, and has been a Fulbright lecturer in Japan.*

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customs. Americans would never think of "inhaling" their soup as Orientals do; Orientals would never indulge in the back-slapping, hail-fellow-well-met types of greetings Americans indulge in. When you view the typical pictures GI's send home of straight, unsmiling Japanese, you get the feeling that Japanese are reserved and formal. Japanese are taught to suppress their feelings, whereas Americans are taught to show and express them much more than are the Japanese. And yet, at parties where the sake or rice wine is flowing, Japanese unbend, even more than Americans at similar times. The "humorless" Japanese, once you know them in their own homes, prove to possess as much humor and good-fellowship as any other race.

An impression Japanese have of Americans is that Americans are rich. I well remember what my maids said when I complained that I couldn't afford to buy some article: "But you are rich!" This was quite a surprise to a college professor who felt that his finances were not so affluent as all that. Of course, Americans seem to be wealthy, particularly when Japanese see tourists staying at expensive hotels and buying baubles at fantastic prices.

It would be interesting to know what the average Japanese conception of Americans would be in the city where I spent a year. In that city of 200,000, there were eight Americans, all of whom happened to be blond and blue eyed. It would be difficult to convince any Japanese whose only contact with Americans had been with us, that all Americans were not blond and blue eyed!

Japanese frequently criticize Americans for having loose morals, pointing as an example to lightly clad American women in motion pictures. "Why do you permit such films to come to Japan? They create the wrong impressions," a group of reporters once said to me. And it is true that Japa-

nese women are much more decorous. They do not display their limbs in public, nor do they wear conspicuous colors or low-cut evening dresses. But in country towns, mixed sexes indulge in the Japanese bath without a shade of embarrassment, a practice which might seem the height of indecency to Western viewers. And since the "emancipation" of Japanese women, the divorce rate has risen to about that of "immoral" Western nations.

Part of the Japanese stereotype of Americans is the conception that Americans are materialistic and not interested in things of the spirit. While undoubtedly this is true of many Westerners in their pursuit of cars, refrigerators, and other gadgets, it is also true that many Japanese, particularly those under twenty-five, seem uninterested in their own culture, do not know their own history, and are unacquainted with their own great literature and art.

I have never read more sensitive and delicate poetry in English than occurs in the *Manyōshū*, a collection of Japanese poetry of the eighth to tenth centuries. I personally had the pleasure of introducing a faculty member of a large Japanese university to the history of the ancient castle overlooking his city, since he had never taken the trouble to visit what lay on his own doorstep. It sounds a great deal like the New Yorker who had never seen the Statue of Liberty or the Empire State Building.

The stereotypes Americans have of Japanese are undoubtedly balanced by equally absurd stereotypes shared by Japanese about Americans. The joys, hopes, and fears of Americans are shared by Japanese and, one suspects, by all men everywhere. A major job of education is to bring about face relationships. Perhaps our own misconceptions of other races might be overcome if opportunities were made available for such contacts.





# A Science Curriculum to Meet Modern Needs

By

VIRGINIA W. FISHER

NO LONGER DO WE NEED a high-school curriculum centered around the traditional language arts programs. As we enter the atomic age or the age of satellites and guided missiles, it is time we adjusted our curriculum to meet the demands of this era. Even after three world conflicts, many science teachers and educators have failed to sense the importance of science and mathematics. Some educators still continue to place greater emphasis on social studies and athletics than on science.

If our teaching is to prepare the child for his place in society, we must provide opportunities to enable him to find his place. Our high-school science and mathematics program should not be centered

around the college-bound student alone, even if today a higher percentage of students is enrolled in colleges. It is our responsibility to train the rest for channels of gainful employment in our highly technical world. The high school should never attempt to qualify a student for a profession.

The responsibility for training more and better scientists rests with the high schools. We can do this by establishing at once a uniform required six-year mathematics and science curriculum for every boy and girl in America. In keeping with our democratic way of life, we can build a program so flexible that it will meet the demands, the abilities, and the interests of each pupil regardless of where he lives. We are all citizens of the *world* today, not of any one individual community.

The future of America rests in the hands of the secondary science teachers. In spite of recent advances in Russia, the world is still looking to America for technical leadership. In order to provide this leadership, the American high school must teach more and better science and mathematics.

Let us see why we have failed to produce the needed scientists. First, we have failed to offer the needed science and mathematics curriculum. Second, under our present system, most science courses are elective. Many very capable students follow the line of least resistance and never elect science and mathematics because they require more work. Science and mathematics courses are pictured by some educators to be only for the exclusive few. Much talent is lost through such a selective system. Third,

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## EDITOR'S NOTE

*The world of technology has changed so much within the past twenty-five years that it is difficult to keep our science and mathematics curriculum from losing touch with 1958 reality. To state it another way, in a question: Are most of our secondary schools teaching physics, chemistry, and advanced math the way these subjects were taught in 1933? There is wide agreement among the subject specialists that the difficult job of adapting the science and math programs to the space age must be attempted. The author of this article, a member of the science department of Westinghouse High School, Pittsburgh, has prepared both rationale and specifics for an up-to-date curriculum for science and mathematics, grades 7-12.*

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about 60 per cent are eliminated from science and mathematics because their I.Q. is below 110. Over forty years ago, Terman said an I.Q. of 110 was necessary for the traditional classical subjects. Some of our most promising science talent is lost where such selectivity is still in existence. Fourth, proper guidance is lacking in science and mathematics. Occupational guidance should be administered daily by every science teacher. Only an alert, enthusiastic teacher is capable of administering such guidance at the opportune time. Fifth, much of our science is taught by unqualified, disinterested teachers. Schools of education often offer no specific courses in science education. When teachers return for additional credits or advanced degrees, they are offered courses in pedagogy because the colleges and universities fail to offer adequate courses in science or mathematics for teachers. Certainly more creative teaching is needed, the type which leads the pupil to think and reason scientifically. A student must be taught the how of science and mathematics as well as the why. Science or mathematics teaching without these features is of little value. Sixth, equipment and laboratory facilities are inadequate. The individual experiment is almost extinct. Students learn by experimenting, too. Often the teacher "takes the course" as he stands before the class performing a few experiments. Frequently the students in the last row wonder what is really taking place on the teacher's demonstration desk. TV in the classroom will do little to develop creative thinking by the student.

Table I (opposite) is a suggested science and mathematics curriculum which could be used to meet the needs of every pupil in America.

Some educators will say such a curriculum is impossible. It is neither impossible nor impractical if we expect to cope with the present world problems. It may be true that about 2 per cent of our secondary schools offer a similar program today, but

it is time the opportunity was extended to every boy and girl regardless of the school he attends. Who knows what great science talent may exist in the most remote section of America or the smallest school? The science curriculum in our elementary schools has been rapidly expanded and should rightly be an orientation for the junior-high-school general science. Under the suggested curriculum, seventh- and eighth-grade general science would be required five days a week, with emphasis on basic facts of science and fundamental concepts in mathematics. In the junior high school more emphasis should be placed on laboratory exercises. The course of study should be carefully constructed so as not to overlap in content.

In the accelerated curriculum, biology would replace the ninth-grade general science, allowing three years for the more difficult sciences. A course in advanced biology could be elective in two courses—the general and vocational courses.

If chemistry is required in the tenth year in every course, there would be sufficient time for an advanced chemistry course to be offered in the academic or general course. The college-bound student should be required to complete a second year of chemistry. In no way should this subject matter be repeated in the two courses because there is an abundance of chemistry material. Already some high schools are successfully teaching two years of chemistry. Before 1950, very few had attempted this. More recently the College Entrance Examination Board sponsored an experiment—a college-level chemistry program for the gifted students, which enabled them to obtain advanced placement in college chemistry. We should take no chance but offer every college-bound student or any other one a second course in chemistry. The same applies to physics courses.

Then the college and universities might stop complaining about the unprepared students entering their science and mathe-

TABLE I  
SIX-YEAR SCIENCE AND MATHEMATICS CURRICULUM

<u>Seventh Grade</u>	Science	General Science
	Math	Arithmetic
<u>Eighth Grade</u>	Science	General Science
	Math	Algebra 1
<u>Academic or Preparatory</u>	Science	9th—Biology 10th—Chemistry 11th—Physics, Adv. Chemistry 12th—Physics, Adv. Physics, Adv. Chemistry or Electronics
	Math	9th—Algebra 2, Plane Geometry 10th—Plane Geometry or Algebra 11th—Trigonometry, Solid Geometry 12th—Calculus, Theory Numbers, Scientific Calculations
<u>General</u>	Science	9th—Biology 10th—Chemistry 11th—Physics, Adv. Chemistry 12th—Adv. Chemistry, Adv. Physics, Physics, Psychology, Astronomy, Adv. Biology
	Math	9th—Algebra 2, Plane Geometry 10th—Plane Geometry, Algebra 2 11th—Trigonometry, Solid Geometry 12th—Calculus, Theory Numbers, Scientific Calculations
<u>Vocational</u>	Science	9th—Biology 10th—Applied Chemistry 11th—Applied Physics, Astronomy, Aviation, Agriculture, Adv. Biology, Meteorology 12th—Machines and Electricity, Aviation, Adv. Agriculture, Adv. Biology, Astronomy
	Math	9th—Algebra 1 10th—Algebra 2 or Plane Geometry 11th—Plane Geometry, Algebra 2 12th—Solid Geometry, Trigonometry, Scientific Calculations
<u>Commercial</u>	Science	9th—Biology 10th—Applied Chemistry 11th—Applied Physics, Psychology, Astronomy, Meteorology 12th—Electricity and Machines, Meteorology, Psychology, Aviation
	Math	9th—Basic Mathematics 10th—Algebra 1 11th—Accounting 12th—Algebra 2, Plane Geometry, Adv. Basic Calculations

matics classes. Many college freshmen today find themselves taking high-school science and mathematics classes simply because of their lack of preparation.

The applied courses in physics and chemistry should be less technical and suited to the needs of those pupils whose abilities may be limited. Any physics or chemistry course should have double laboratory periods, for in the laboratory a child's creative ability is developed. Likewise, biology should be made a laboratory science. Under an accelerated program the senior is offered a wider range of electives which he should be capable of choosing to meet his needs. Only by requiring these science courses can we discover real science talents. Often students have been frightened by educators so they will not elect such programs. Many have been made to believe science and mathematics courses should be taken only by a few, "the geniuses." Very few students in a commercial curriculum today are permitted to elect mathematics or sciences beyond the ninth grade. For example, Robert H. Carleton, executive secretary of the National Science Teachers Association, had to gain "special permission" to elect chemistry in his junior year in high school because he was enrolled in the commercial course. He completed his chemistry course with a firm decision: (1) to go to college; (2) to major in chemistry; (3) to become a high-school chemistry teacher. This he successfully did, but how many possess this perseverance or opportunity? Under a nationwide curriculum, every child would have an equal opportunity, and science and

mathematics would no longer be for the select few.

Such a required six-year curriculum of science and mathematics would of course be expensive. Are American boys and girls worthy of such expenditures? A board of education would say it cannot afford to hire a physical science teacher and a biology teacher in a small high school. There lies some present difficulty. Most science courses are taught today by teachers certified in other fields; hence their interests are not in science or mathematics. A science teacher's load must be reduced to allow time for laboratory preparations. Educators have failed to demand expenditures necessary for real science instruction. Yet the sums demanded for athletic programs are always appropriated.

Now is the time to organize a nationwide curriculum of six years of science and mathematics suited to meet the needs of every boy and girl in America. Any such curriculum can be accomplished only with the co-operation of every board of education, administrator, and science teacher. It is evident our present policy of allowing each school system to have its own program has failed. Between 1950 and 1955, Russian engineers increased from 28,000 to 50,000, whereas the United States during this period had a decrease from 53,000 to 23,000. Under a well-organized and expanded curriculum, the great shortage of scientists and technicians will be relieved in the next generation. This problem is vital and urgent. It is time for action if America is to survive the present world crisis.



**An Analogy.** Teaching may be compared to driving an automobile. If the car has plenty of gasoline and a good battery and the mechanism for igniting the gasoline vapor, the engine will purr happily and the automobile will travel under its own process of internal combustion. The driver guides its course according to his own ability and wisdom. But if there is no gasoline, no spark, no internal driving power, the driver has little choice but to push or be towed—a laborious, exasperating and often a totally unnecessary hardship.—VERNA WALTERS in *Educational Leadership*.

# Mathematics and Science

Integration of these vital subjects is necessary in the junior-high curriculum

By ELMO PACK

THE LOGIC OF INTEGRATING science and mathematics, even as early as the seventh and eighth grades, is irrefutable: It is one of the inconsistencies of our outdated curriculum that everyone agrees that mathematics is a science, yet in the traditional scheduling of classes it is seldom recognized as such. The history of mathematics and the history of the physical sciences are almost as one, and in the spectacular discoveries of recent years they have gone hand in hand. To try to identify which predates the other in the recent surge of applications that have followed these discoveries would be almost equivalent to a revival of the old argument as to which came first, the chicken or the egg.

The traditional science subjects, in common with mathematics, are of the problem type. Demonstrations and experiments in the one are all forms of proof. Proof is the

form in which all mathematics appears. Obtaining an answer in mathematics, as with the scientific method, is a deductive process. There is a unique integrity that is common to any classroom application of science or mathematics—the accurate solution to a difficulty presented by the teacher, by the text, or by observation of natural phenomena. When mathematics and science are taught as separate subjects by separate teachers, many major concepts of modern living and its reliance on each of these subjects are either omitted or receive but scant attention.

For those students who will eventually go on into higher mathematics and science there is a psychological necessity to condition them early to think of the two subjects as dealing with common or related fields of knowledge. The principle that we cannot depend upon transfer of knowledge but must teach *for* it has been well substantiated in modern psychology. In the traditional organization where the two are taught as separate subjects, pupils are too often left to make the transfer of principles learned in mathematics, or the reverse, to the social and scientific applications that give substance to their learning.

Most exercises in mathematics, when taught in isolation from other subjects, are given with all essential data supplied. Awareness of problems to be solved and the task of collecting data for their solution are experiences the pupil does not have. "Finding the answers" becomes too frequently a mere repetition of a standard process which is as lifeless as its mechanical nature implies. And if this is not enough,

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## EDITOR'S NOTE

*The writer is principal of Olympus Junior High School, Granite District, Salt Lake City, Utah. He studied mechanical engineering in college but became a teacher instead. He majored in mathematics and minored in physics at the University of Utah. Before his present assignment, he was principal of Cyprus Junior High School, Granite District, Salt Lake City. In this article, he recommends the integration of science and mathematics in junior-high-school instruction. We think he knows what he is talking about and that is why we are publishing the manuscript he submitted.*

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the exercises are made more anemic by being carefully tailored to "come out even." In such a plan of instruction, which is all too common today, the pupil is deprived of much of the "felt difficulty" identified long ago by John Dewey as a preliminary to thinking. The stultification of mathematics, a subject that is full of intellectual life, is found to be complete when the student, in situations quite different from those of the classroom, is unable to apply its processes. Placing mathematics and science together with the same teacher in a consecutive double-period arrangement does not completely clear up this vacancy in instruction, but it helps.

Science has a constant use for the language of mathematics. The mathematical formula is frequently used to represent an idea in both. This kind of language (the formula) first makes its appearance as the child advances in arithmetic. Measurements of amount, place, time, and size, particularly in relation to their application, all involve the formula. The precise translation of it is dependent upon mathematics. Only the teacher who is well trained in each field and responsible for the subject matter in each can fully appreciate the importance of getting this concept over to the pupil. Only in association of the two subjects is there nearly sufficient opportunity to apply the formula enough to insure mastery of it.

Of all the texts in the various subjects on the secondary level those used in science are consistently the most difficult to read. In mathematics the so-called "story problem" is couched in the precise language of sci-

ence. It is in these two subjects that the junior-high-school pupil is confronted with the greatest challenge to his reading ability that he has yet had to face. The skills needed to interpret what is written in each are similar. Placing the two subjects together under the same teacher with an extended period of time is a most excellent device for concentrating these reading needs where they can receive the most effective consideration.

Reading problems in these two subjects are found both in the vocabulary used and the nature of the text material. Since the text is direct and highly condensed, speed must be relegated to a position secondary to that of comprehension. The vocabularies of the two subjects contain many terms that are new to the pupil. The chances are best that one trained to teach each subject will be most successful in helping the pupil to get the full meaning of these new words. The extended time made available by a double period permits logical concentration on this problem, and there is no teacher better able to assist the pupil in learning how to read the mathematics and science texts than the one trained to teach these two subjects. Reference skills needed for eventual scientific study and research are a part of this essential reading instruction.

In a society whose continued existence is dependent upon scientific know-how, we are obligated to condition young people to this way of life. Mathematics and scientific concepts are changing almost daily and the unwary can easily be left behind.



**An Enigma.** Now there is no denying the fact that we have made tremendous strides in extending educational opportunity to more and more people. In fact, the acceleration of that opportunity in the past two generations is the most spectacular phenomenon of a century that has seen such other wonders as aviation, radio and television, atomic energy and automation. Yet while more and more people have been educated we seem to be living more precariously than ever before. We are uncertain of ourselves. We are "dwelling between two worlds, one dead and the other powerless to be born."—J. MARTIN KLOTSCH in *Vital Speeches of the Day*.



# ANOTHER MONDAY

By WILLIAM PLUTTE

BEWARE THE SUNNY MONDAY MORNING following a pleasant weekend!

Last Monday was the day of days, and left me hating the school, the world, and people for the rest of the week.

Walking into the office I was informed Mrs. Snipe wanted me to call her regarding her son Tom.

Dial, click, dial click. "Good morning Mrs. Snipe."

"Well, I wanted to find out what kind of a school you run. Is it customary for your teachers to constantly beat the children there?"

"But, Mrs. Snipe—"

"My poor son Tom came home Friday positively black and blue. Mr. Jans had struck him repeatedly until the poor boy is shivering with fear."

(Tom is a nasty bully who fears only youngsters his size, and work in general.)

"But, Mrs. Snipe—"

"Don't 'but' me. I'm going to the district attorney and get that teacher's job!"

"May I say a word, Mrs. Snipe?"

"Go ahead, although I know you are going to cover up for that miserable teacher!"

"Not exactly, Mrs. Snipe. It is true Mr. Jans did hit your Tom."

"Aha, see!"

"But only in self-defense after Tom had cursed him for daring to ask your young son to do some work."

"Oh."

"And when he missed, Mr. Jans did what he could to protect himself."

"But—"

"Don't 'but' me, Mrs. Snipe. I'm not finished. The full report of the situation is presently in the superintendent's office."

"Oh my, what does that mean?"

"That will be discussed with you and your husband."

"Will that mean my husband will have to take time off from work?"

"Precisely."

"But he will lose a day's pay."

"Precisely."

"Oh."

"And it can be worse if Mr. Jans desires to prefer charges to the police department."

"Oh."

"So, you were saying?"

"Well, after I take care of Tom—right now—I would like to come and talk to you and Mr. Jans to see if we can work out some plan."

"If Mr. Jans wishes. However, I will be glad to talk to you."

"Thank you so much."

And that should have been enough for one day, except the school bells hadn't been changed from our special program Friday and they rang early, flooding the school with children while teachers buzzed the office for clarification. After five minutes of confusion, students got back into proper classes and school resumed normality.

Except the buzzer indicated a problem from the band room. When answered, it

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## EDITOR'S NOTE

*This is the way it goes on a blue Monday. Maybe it would be just as hectic on a black Friday. Why are Monday and Friday such difficult days? We've often wondered, but it hasn't helped much. Yes, Mr. Plutte, you and CH are almost going steady. We like your ideas and hope that our readers do too. The Monday in the title was spent in DeAnza High School, Richmond, California, where William Plutte—you guessed it—is principal.*

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was discovered no teacher substitute had been sent to the room. The band teacher had requested permission to visit elementary schools, but we had slipped on a replacement. That was corrected.

The cafeteria manager called to find out if we had arranged for a special room, with a movie projector. It had to do with a student-help sanitation course given to all youngsters working in the cafeteria. The county health department speakers would be there at two o'clock. It was now ten and our first indication of such a course. In some mysterious and devious manner this was so arranged. Never found out exactly what happened, but, since there were no repercussions, it probably worked out.

Within a few minutes a Mr. Slamish, of the local service club, called and wondered if the *a cappella* group could sing at a dinner meeting. We would be glad to—but what date? Tonight!

That was a little difficult; would a trio suffice? Well—it was rather discouraging to ask the school for entertainment only several times a year and then have to be turned down—or almost turned down.

"We will try to get as many of the *a cappella* there tonight as is possible."

"Thanks a lot. Our minstrel band folded up yesterday, so we can at least have some sort of entertainment."

"You're welcome."

Another telephone call.

"This is Mrs. Finch. My boy is sitting around home and refuses to go to school. Send your hooky cop out to bring him in."

"I'm sorry, Mrs. Finch, but we don't have a hooky cop available. Can't you drive him in yourself?"

"Well—I never! I have a luncheon date at noon and I just can't see how I can drive him to school and make it on time. Anyway, it's the responsibility of the school to teach our children and how can you teach

them if you don't get them to school?"

"Madam, your question holds true even when we get them to school."

"What?"

"Nothing. Tell Jim we will expect him in fifteen minutes."

"You mean he will have to walk? We live half a mile away."

"The exercise may do him some good."

"I suppose you are right. I'll send him right away and hope he gets there. By the way, you could profit from our meeting today."

"Possibly. What's the subject?"

"'Understanding the Adolescent.'"

"I think I would truly enjoy that. But I am sorry I have another appointment."

"Well, good-by then. And don't let Jim escape."

"We will try."

The custodian was waiting outside the door.

"Just wanted to report the boys' lavatory is flooded. Someone wadded paper in a washbowl—again."

"All right. I'll inform the students." (What'll I say?)

A young lady was waiting to see me.

The drama student director had a problem. She had been exposed to little-theater work and was quite certain of her abilities. According to her there was no real need for a teacher director. Couldn't I elevate her?

"Young lady, though you may have all the necessary qualifications, we have to think of the future when you are no longer here. It is accepted policy a teacher will be in charge. You are mature enough to recognize this fact and adjust accordingly."

"I quit."

The play would go on, regardless.

Following lunch the day proceeded normally. One fight and two suspensions. Next Monday? Hope it's a terrible weekend.

# REPORT CARDS— Yesterday and Today

By  
R. P. BRIMM

THE REPORT CARD of a few generations ago served its purpose in a high school with a selective enrollment. One of its major uses was to perpetuate the idea that the high school should be highly selective, and failing marks on the report card served as the best means for eliminating the undesirable students. As the high school, by public demand, became a place for practically all boys and girls, the report card was adjusted to meet the demands of the new order. This adjustment was in the form of extending standards downward to take care of the student who could not compete on the same level demanded by the selective school. The public demanded that this student be given the benefit of a high-school education, yet the revelation was never made that the inferior student could not reach the standards required by the school having a selective enrollment. This situation has resulted in a most unfortunate misunderstanding,

which is responsible for much criticism being leveled at the school.

The public demands a high-school education for all, and is very proud that over 85 per cent of the high-school-age population is in school, as compared to 11 per cent at the beginning of the century. However, that same public believes that a passing mark on the report card today should mean the same as it did when the high school was a very selective institution. If the same selective standards of the past were now in use, we would eliminate many who can profit from a high-school education.

The A, B, C on the report card not only gives a false sense of values to the less apt student; it has also done damage to the superior student. Thousands of superior students in our high schools today can meet the requirements for an A without "cracking a book." It is difficult to convince a student that he is not working when he receives the highest possible marks on his report card. The antiquated device we are using lulls the inferior student into a false sense of security and at the same time encourages mediocrity in the superior student.

One of the big questions in this problem is: What does the mark mean? To some teachers it is pure academic achievement as measured by test results. However, most teachers temper the test results with such generalizations as "attitude" and "effort." The degree to which these traits enter into the mark is seldom defined and, as a result, no one knows exactly what a C means. It may mean a below-average student who works hard or a very good student who has a poor attitude.

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## EDITOR'S NOTE

*We might as well face it: report cards are here to stay. However, they differ in many ways from the ones we used to receive. For one thing, schools pay a lot more attention now to the content of the report card and it tells more about the student's performance, effort, and work habits. Furthermore, there are more ways to appraise student progress now; the report card is only one of these ways. The author makes a keen analysis of the history and purposes of report cards. He is principal of Teachers College High School, Cedar Falls, Iowa.*

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If we use the "academic approach," the mark becomes a device to eliminate students we are desperately trying to keep in school because we know that they will get more in our classes than they will in the pool hall. If we use the "attitude and effort" approach, the mark may become meaningless because it is not defined. We have been forced into not selecting our students and have evaded the issue by incorporating into our marks other elements which we have not been willing to admit to our public. In this sense we are falsifying our reports.

One simple solution to our problem is to eliminate the use of the report card, but that cannot be done unless we replace it with something better. A growing number of elementary schools are substituting the parent-teacher conference for the report card, but few secondary schools have been willing to take such a step. The report card is a time-honored institution and it is obvious that any attempt to eliminate it would meet with strong resistance.

In view of these conditions there seems to be only one solution to our problem: We will continue to use the report card as we now know it, but we must supplement it with other devices and techniques which will make the entire process of evaluation more meaningful to all concerned.

There are devices in use today which hold promise in supplementing the report card. The correct use of these devices takes time and effort (unfortunately, some of us are not willing to expend either) but these devices will go a long way in getting the job done. It must be understood that any treatment of them here must be superficial, for each is a lengthy subject within itself. However, here are some ideas which have proved to be of value in helping pupils and their parents understand how much progress is being made in school.

(1) *Standardized tests.* Although standardized tests must be interpreted carefully, they can go a long way in helping a pupil

and his parents see exactly where he stands in relation to the total population. Growth measured from year to year on achievement tests is valuable information which should be shared with those most keenly concerned—the student and his parents. Even the results of so-called intelligence tests can be used to help the student understand himself better.

The school which spends time and money on testing programs is wasting both if the information gained from the results is available only to the guidance director and a few teachers. It is not enough merely to let a pupil see the results; they must be interpreted by competent personnel.

(2) *Self-evaluation.* This concept has been with education for a long time, but actual practice is limited. The student who learns how to evaluate himself has learned one of the most important lessons of life. He knows his weaknesses and his strengths so that he may proceed to capitalize on his strengths and take steps to correct his weaknesses. This is the ultimate in evaluation. It is more meaningful than any mark on a report card.

(3) *Teacher-pupil conferences.* This device in evaluation uses all information available. It is a process of evaluation in that the pupil finds not only his difficulties but why he is having trouble. A "mark" on a report card tells the pupil he is failing, but it does not tell him why. "Evaluation" is on a much higher level than "marking."

(4) *Parent-teacher conferences.* The practice of parent-teacher conferences in the elementary school is growing rapidly, but the secondary school has been slow in recognizing their possibilities. A few high schools are making effective use of this device, but many schools are hiding behind the excuse that conferences are administratively impossible at the secondary level. The parent-teacher conference is administratively possible in the high school and is one of the better ways of reporting pupil progress. A single, obscure mark on a report

card can take on real meaning when a parent and pupil can discuss it with a professionally trained person. In addition, such an arrangement offers an excellent opportunity for the parent to study the results of standardized tests as well as other evidence of educational growth.

Parent-teacher conferences do require more personnel than a single guidance director, who has time to see only the problem cases. Every teacher must share in this problem and the services must be made available to every pupil and his parents. Regularly scheduled conferences are essential if the job is to be adequately done. A sincere effort must be made to contact every parent; if the opportunity is offered, most parents will take advantage of it. True, some will not come for a conference, but the fact that a few parents never look at a report card has not prompted us to discard it.

An administrative organization for parent-teacher conferences is necessary at the secondary level. Each pupil must be assigned to a teacher, who in return is responsible for conducting his conference. The grouping may be on a home-room basis or by the division of the entire student body

in groups and the assigning of a teacher to each group. In either case the teacher should keep the same students throughout their high-school years. Only in the very largest schools does the pupil-teacher ratio exceed twenty-five pupils to one teacher. This figure does not appear to be excessive when elementary teachers regularly conduct thirty-five to forty conferences.

In this sort of organization all information concerning a pupil must be funneled to the one teacher who is to hold the conference. Report cards, test results, anecdotal records, and other information must go to this teacher counselor. Then he can do the best job in interpreting the pupil's work and his progress in school.

If we are to use the report card, we have an obligation to see that it is properly interpreted. It must also be supplemented with other information. The parent-teacher conference promises to be one of the best means of getting this job done, yet it is a tool which the secondary school has not used to any great extent. Such a program is administratively possible and any teacher who is worthy of the name can readily learn to conduct an effective parent-teacher conference.

## The Changing J.H.S. Plant

Recently the junior high school has been undergoing deep organizational changes. Originally developed to meet the needs of the young teen-age group of students, it somehow came to ape the highly departmentalized, traditional senior high school. After falling into disfavor among many parents and educators, it received the study and attention needed. Clarification of function, reorganization of curriculum and improvement of instructional practices are making the junior high school really help students make the transition from elementary to senior high school and it is beginning to meet the needs of the teen-age youngster it serves.

The newer practices in the junior high school dictate changes in interior space designs in the new buildings. Large, flexible classrooms similar in design to good elementary school rooms are needed to facilitate good instruction in the "block" or "core" program. Consequent changes in the flow of students through the building dictate different coordination of spaces within the school. Emphasis on experiences common to the needs of all students changes the layouts of special departments from that found in senior high schools. The well designed junior high school of today is truly different. . . .

—EMMET D. WILLIAMS in *Education*.



# Tricks of the Trade

Edited by TED GORDON

**CAMPFIRE STORIES:** To gain fluency and confidence in speaking before a group, students of Chase Avenue School in El Cajon, California, are seated in a circle around an imaginary campfire once weekly. Stories are told by members of the class, with each story being limited to three minutes. Though generally original in content, the stories may be based on a movie, a book, a personal experience, or any topic which will stimulate the pupil to talk. Emphasis is placed on an ability to relate the story in a manner which will retain interest of listeners. Following each story, an evaluation period is conducted with pupils discussing interest value, delivery, choice of grammar, and other factors of presentation. This weekly period is anticipated eagerly and invites worth-while contributions from usually silent members.—From the report of the fourth annual Conference on Good Teaching, sponsored by the California Teachers Association, Southern Section.

**CURRENT EVENTS:** In current events classes I've patterned groups in the class after the teams on "College Quiz Bowl." This type of radio program stresses quick recall of facts with lots of competition.—NEIL L. GIBBINS, Horace Mann Junior High School, Lakewood, Ohio.

**AID FOR THE A-V CO-ORDINATOR:** A measure of success of an A-V program is directly proportional to assistance students give to the school co-ordinator. Latent potentialities and knowledge can be developed and used in many capacities, thus releasing the co-ordinator for more important assistance to the instructional process. The co-ordinator who attempts to do a solo is doomed.—FRED WINSTON, Junior High School 14, Brooklyn, New York.

**THAT SPRAY BOTTLE:** Some uses around the school for an empty spray bottle: holds a supply of turpentine or paint remover for use around the shops; holds a supply of soapless dirt remover for removal of said dirt when water is not handy; holds a supply of odor killer when it is necessary quickly to dispel odors.

**THAT ALWAYS LOVIN' BOOK REPORT:** I have had much luck with outside reading since I developed the following technique: Each month I borrow a variety of books covering the particular unit or units of the month and place them on my display table. Reading is all voluntary. I ask the class to recommend books to their classmates (not in the form of a book report, but just a few brief sentences if they feel the book is interesting or stimulating). Not all books that I have on display are recommended, but those that are recommended find many readers. The procedure usually works, since the recommendation of their fellow students seems to carry so much more enthusiasm than the teacher's suggestion.—LEO E. TARUTZ, Roxbury (Massachusetts) Memorial High School for Girls.

**IN-STYLE STYLUS:** For tracing onto stencils an inked-out ball-point pen makes a fairly good stylus.

*For several hundred of these ideas in collected form, send 50 cents in coin (or \$1.00 for a copy for you and one for a friend) to California Teachers Association, Southern Section, 1125 West Sixth Street, Los Angeles, California. The illustrated booklet is entitled, "Treasury of Teaching Techniques."*



# Why Be An Exchange Teacher?

By PAUL B. KOCH

"WHAT IN THE WORLD do you want to do that for—spend a whole year in England?" was the remark tossed my way shortly after I received notification that I would be an exchange teacher to England embracing the school year 1956-57. Ever since that question was directed toward me, I have thought hard about it from time to time, attempting to formulate a valid reason for my acceptance of the grant. Of course I had reasons for accepting *before* the exchange year began; this "valid reason" had to be formulated as a *result* of the teaching experience. Superficial reasons are easily derived to justify or rationalize an action. What is needed here, though, is not mere rationalization, but something more nearly in accord with the spirit of the grant plus the professional integrity of the teacher. In short, a solution to the question should measure up to the depth of the program. For me the answer was long aborning, long in developing, and is still in the throes of maturation.

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## EDITOR'S NOTE

*There are many reasons to be an exchange teacher—see another part of the world, find out about schools in another country, and so on. If you wish to look into the possibility of being an exchange teacher, write to Cornelius McLaughlin, United States Office of Education, Washington, D.C., for the latest information on teaching opportunities overseas. Apparently that is what Mr. Koch did a few years back. He spent 1956-57 as an American exchange teacher in Hove, England. Currently he is director of public relations for the public schools in the Ferguson-Florissant School District, St. Louis County, Missouri.*

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Naturally, the administrators of the act made abundantly clear to me, as a grantee, what the purposes of the program are. For example, H. F. Collins, chairman and director of the British Committee for the Interchange of Teachers Between the United Kingdom and the United States of America, stated the following broad objectives of the program: (1) The professional educational advantages that can come from a close study of our school systems; (2) the furtherance of good will and understanding between the United Kingdom and the United States.

Without doubt these are noble and commendable motives. The hitch is that, even though eminently worth while, they are too broad, not sufficiently personal. Therefore, I began my intellectual search for personal, professional satisfaction.

At the time of my departure, perhaps the primary motive for my leaving the United States to teach in England was the thought of unending travel. Surely the flight to New York from St. Louis and the gay, social ship ride across the Atlantic aboard the liner *United States* were reward aplenty. Then there were the numerous trips to London, exploring that fabulous metropolis, a city of millions of sights and studies, and the tramps ("rambles," as they say) through the lovely and serene English countryside. The trip to Spain and Portugal, savoring and devouring that culture to the full, is indescribable, for an entire civilization made a fresh impact. If that doesn't suffice, think of quiet Ireland, untouched by progress in the same manner that progress has touched us. Just being with the Irish, wasn't that enough? Aren't you convinced that travel must have been the prime mover? No? Then let me pose the *pièce de résistance*—the comprehensive coverage of European countries like Germany,

Italy, France, Austria, Holland, and Switzerland. These places, places of boyhood dreams and adult ruminations, were so beautiful that you could arrive quickly at the conclusion that the travel advantages are indeed why a person accepts a year's teaching assignment in England. Yet it wasn't the opportunity for travel which caused the exchange program to be so deeply worth while.

Another line of reasoning led me to the thought that I was motivated by the opportunity of submerging one's personality in a foreign culture. This was a stirring thought. For one year to be completely English, to be integrated, to lose for a length of time the American identity. If not comforting, it would be conducive to wiping away the complacency of professional rutiness. Would or could this transition take place? How complete would it be? Would it be satisfying? Would that which did occur be negative or positive?

Merely living in a community on a day-by-day basis carried out this idea in part, and other devices were employed too. Among these were home visits, organization of clubs, attending community and professional affairs, using civic and state facilities, and giving speeches or meeting with various groups for informal discussions. As it turned out, this idea of "going English" brought, in the ultimate analysis of the year's sojourn, no full satisfaction. In part, however, this aspect of the months of endeavor was added to the side of the final solution. To justify the exchange on the basis of the grantee's becoming a part of another society, although thrilling to con-

template, was not answer enough to still the question.

Thereupon I began to see some resolvable-ness. Exploring further, I chanced to read a thought of G. K. Chesterton, the great English essayist and master of the paradox, which in paraphrase reads: "I go away so that I can come back." We leave the familiar to see it anew. A person, by going away, gains a fresh perspective of life, enabling him to separate the real from the apparent real. I go away from my school to see my school again. I go away from my friends to see my friends again. I go away from American education to know American education again.

Then, like the first flush of delight, the true reason for the year's value was uncovered. Finally, the full flow of the "why." For in that one-year span of the exchange program, an educational truth was disclosed to me: Just as the world has a pattern, so does education, it being world wide. Fundamentally, education recognizes no barriers and is, in fact, international; education, wherever found, basically has common pursuits and objectives. There is a continuity of education throughout the world. The concerns and goals and purposes—all that education entails—leap borders, oceans, all barriers. In the last analysis what we do here is felt there and what is done there is eventually manifest here.

This is the soul of the solution. This is the "why" the program of exchange teaching is infinitely worth while. This is why all the frustrations, all the jubiliations are endured and enjoyed—the interrelatedness of education throughout the world.

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The key to classroom efficiency is the classroom teacher. Much has been said recently about the quality of classroom teachers, and various plans have been proposed to attract the best possible people to the teaching profession. However, even assuming every teacher in the land was a paragon, classroom efficiency would not be greatly increased from what it is today because our system is unbelievably outmoded.—JAMES D. FINN in *Education*.

# Investments Are Serious Business

By CHARLES A. TONSOR

MY REACTION TO "Stock Talk for Teachers" by Howard A. Capeling in the September, 1957, issue was, and still is, that the article, though well written and good, oversimplified the matter of investment. When big operators have been caught so that it hurts, when the market has fallen out of bed, teachers better stay far away.

Please don't misunderstand me. I am not prejudiced against investment in common stocks—equities we call them in banking. By judicious purchase of equities over the years I have doubled my annuity and accumulated, in addition, a tidy nest egg as the stocks yielded split-ups, stock dividends, and rights. My modest initial investments in ten shares of this and that have grown to over six hundred. They were in sound companies in growing industries. They paid all through the Great Depression. Also, since I am a trustee of a savings bank and many other organizations, I know the need—and the risks involved—to invest funds.

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## EDITOR'S NOTE

*Let your automobile stand idle in the garage for a long time and it will deteriorate from disuse. The same condition applies to the money you have saved. If you hide it in a secret place, its worth will diminish by disuse. To make it work for you, you have to bank it and/or invest it. How you invest your money depends on such factors as your age, family responsibilities, study of the securities market, and, of course, the amount of money you have on hand. The writer of this article emphasizes these, as well as other considerations that he has studied in an attempt to benefit from a sound investment policy. He is principal emeritus of Grover Cleveland High, New York.*

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Why do I say that the Capeling article oversimplified the subject? Because I believe that no investor can afford to let others make his decisions for him. Investment trusts and their earnings decline or rise with the value and earnings of the stock they hold. The day you buy a share in a trust, the value falls eight points, for that is what you will be charged if you try to sell. And there are various service charges. Trust operators are in business to make money for themselves. The same is true of investment services. They charge around \$125 for their advices, and expect the customer to have at least \$10,000 or \$25,000 to play with. Where does Mr. Teacher get that? And many of the magazines flood him with market information that means much to a businessman but is Greek to Mr. Teacher.

By now it must be evident that Mr. Teacher must study four times as hard in the field of investment as he does in his own subject. Otherwise he will be at the mercy of the customer's man on the telephone with hot tips, and he will find himself on the phone when he ought to be correcting papers. The danger exists that he will look for growth in capital without watching return on his investment, forgetting that only dividends can be used to pay grocery bills.

Investing is not an exact science; rather, it is a matter of assessing probabilities. That is why the best of investors and fund managers make mistakes. The real investor, however, over a period of time, will make many more right decisions than wrong ones; but wrong ones he will make. He then sells out his mistakes and takes his loss, whereas Mr. John Q. Public holds on to his mistakes like grim death, unwilling to admit his mistake and take his loss. He buys

high and sells low. J. P. Morgan told a congressional committee that money is made by *buying low and selling high!*

No one can invest unless he is skilled in the study of fundamentals, for stock prices depend on prevailing business conditions, not those which were in effect when he purchased the security. An investor purchases his security and puts it away; but he keeps an eagle eye open. He does not jump in and out of the market trying to scalp a few pennies—most of that profit goes in fees to the broker. But he gets rid quickly of any security in an industry that goes sour. Eternal vigilance is the price of safety!

True there were people who bought successfully in September, 1957, at the height of the boom, when storm signals of recession had been in evidence for some time. But these shrewd folk replaced their discarded holdings with "recession-proof" stocks. They bought into those industries which provide a necessity that the public must have in good times or bad: foods, drugs, household materials, public utilities including natural gas. Some bought gold stocks, which always flourish in a recession and are a hedge against devaluation of the dollar. These stocks move slowly and in a narrow range in a bull market; they rise somewhat during a recession because of the demand for the income they produce. They lag in a bull market; they lead in a bear market. Yet their growth, though gradual, is real, and their earnings and dividends are either stable or on the rising side. The purchase of these is a matter of information and timing. More money is lost in stock through ignorance than through any other single cause.

It is also true that well-informed individuals lay the foundation for income and profits at all times. They watch a stock like Phelps Dodge, for example, an outstanding copper, a company so rich in cash that it has been called a bank. Copper is in the doldrums, the dividend has been cut. But on every reaction, there is accumulation.

A clue for this is the sales given in the daily financial section; for in the market, for every sale there must be a buyer. The shrewd buyer (or accumulator as he is called) watches the action of the stock. He keeps far away from the broker's office. He doesn't advertise what he is doing. He is getting dividends all the time and when, some years later, the "public" discovers the stock and the "band wagon" operates, he feeds out the shares he has purchased and makes a handsome profit. That operation is professional and rarely for Mr. Teacher.

Any teacher who is going to invest in equities must have a program in accordance with which he acts. This will vary with the age, responsibilities, and security of the teacher. A young teacher may give more weight to growth than an older teacher. A teacher approaching retirement will concentrate on safety of principal and steadiness of dividends. It is these that help provide his living; the effect of growth will come when he is in the cemetery and cannot use it. Of course, if he can secure a recession-proof stock that has both good dividends and good growth possibilities, so much the better. Dividends will be for him; growth, for his estate. But in either case, no stock will be bought if it yields less than 4 per cent or more than 6 per cent. In the former case, he would pay too much for growth; in the latter, he would be ignoring the signal of dividend reduction. A young teacher may purchase a stock in a company that has uranium mining subsidiaries, such as Atlas Corporation and Homestake Mining (gold). The uranium is purchasable by the government at a guaranteed price until 1966 and the mines are already in production. An older teacher will purchase a stock such as Walgreen drug, for example, which is well managed and pays a good dividend. Uranium is nothing for him.

Buying a stock is not a matter of talking to a customer's man in the broker's office; he is looking out for his commissions. They

are his living! Investment is a matter of study and consequent decision. Here is what must precede that purchase:

1. Examine the condition of the industry which the stock represents. Railroads are known as cyclical industries—up in the clouds in one period, down in the dumps the next. So also are metals. Only two railroad stocks have a lesser tendency to be cyclical: Union Pacific (pfd) and Atchison, Topeka and Santa Fe (pfd). They have considerable income from natural resources. Avoid cyclical industries.

2. Examine the price range of the stock over the past few years. This shows whether the purchase is coming in on a boom or a decline.

3. Examine the yield over the past few years—whether the dividend has been rising or falling. Avoid the latter. The yield must be between 4 and 6 per cent. No more, no less.

4. Avoid a stock that sells for more than twenty times its annual earnings based on its last quarterly rate.

5. Avoid any stock that has advanced more than 300 per cent over its 1953 recession low.

6. Avoid any stock whose *earnings* did not hold up fairly well during the recessions of 1949 and 1953.

7. Avoid any stock whose debt per share is out of proportion with the price per share; otherwise the purchaser is buying debt.

8. Avoid a company that has been increasing its debt without a corresponding increase in earnings.

9. Favor companies with no debt but good earnings. There is less chance of trouble in the future.

10. Study the balance sheet of the company.

Where can you get all this information? Your commercial banker will help you. A magazine which is published for savings bank personnel, insurance people, and investors (the *United States Investor*) for the

ridiculously low price of \$7.00 is one of the most helpful. Only two sections will be of interest to Mr. Teacher: "The Investor's Investment Department," generally a page or so, and "The Investor's Inquiry Department," usually three or four pages. The first section analyzes or re-examines a previous analysis of a stock of investment grade. The second section publishes the answers of investment counsel to important questions submitted about purchases, sales, or holdings. The latter are replies sent to subscribers, but published anonymously. (Subscribers have the privilege of submitting three stock queries for \$5.00, with a charge of \$2.00 for each additional stock up to a maximum of ten.) Mr. Teacher gets his report directly, but Mr. Teacher also has the advantage of reading the reports judged worth printing and thus becomes well acquainted with pitfalls and problems.

How much and how fast can a teacher hope to progress through investment in equities? Consider the teacher with a top salary of \$7,000. If he is lucky, he will save \$1,000 a year. But he cannot invest all of this. He must use some for insurance and some for the savings bank, where it is on call to pick up bargains or meet emergencies without his dumping his securities. His life insurance will be in a twenty-payment life, convertible into an annuity if left in for a period after maturity. This gives him double protection. Of his savings, he will have \$300, \$300, \$400, with the \$400 available for investment in equities.

He can be only an odd-lot buyer, ten shares or so, since he must never buy on margin. That is speculation and Mr. Teacher has too few shirts, as is, to lose even one. He may squeeze his cash a bit and begin his first year with twenty shares of Long Island Lighting, say at 21—a defensive growth stock. He is through for the year; his dividends go into the bank to supplement the savings set aside for stock purchase. The next year, he buys fifteen shares of Electric Bond and Share at say 27 and



gets a yield of 5.1 per cent tax free. And again he is through. The next year, he purchases fifteen shares of Walgreen at 37. He is diversifying, since his eggs should not be all in one basket. Moreover this, too, is a defensive growth stock.

This will go on for ten years, after which he will have invested \$5,000 and earnings. Not a get-rich-quick procedure but a hedge against inflation and a source of continued income—at 5 per cent it will be \$250 a year. But he may find that stock dividends, splits, and rights increase his holdings. Even so, after ten years they will hardly exceed the income yield.

He has now reached his limit as to the number of different stocks he can hold. To keep his eye on more than ten, while watching what is going on, is no easy task. He will from time to time examine his holdings to take profits on those whose growth is about over and seek out others with promise. But for the small investor, ten is the economic limit.

I think you will agree with me that a teacher should know what he is facing when he invests in equities. He may be able to better the foregoing example but not by much unless he has made considerable capital gains—and, we hope, no losses.



## Helping the New Teacher

Farragut Junior High School [Bronx, N.Y.] has, like so many other junior high schools, been finding itself with a crop of new and inexperienced teachers each September. While some of these may have served as student teachers, others did not have even this experience. Some were liberal arts graduates with little or no special training for teaching, or emergency licenses from jobs very remote from teaching.

Our in-service training of these people began the day the teachers reported back from their summer vacation. At our morning general faculty conference a detailed pamphlet of administrative procedures was distributed. After lunch a special conference was held with the new teachers. The agenda of this conference was planned to be extensive rather than intensive. An overview of the community, a description of the pupil population, school routines and administration, classroom management, the first day of school, discipline, were some of the topics discussed. Subsequent conferences were to cover these topics again more intensively.

A series of six such conferences were held after school with our new teachers. The first three were devoted to administrative duties connected with teaching. When we discussed the various forms such as roll books, record cards, we made sure the teachers had these in front of them. Subsequent confer-

ences discussed planning and methodology. To help plan the agenda for some of these conferences a questionnaire was distributed to these teachers. Data included educational background, education courses, teaching experience, special interests and abilities and specific problems with which the teacher wanted help.

These conferences were chaired by an assistant to principal or the principal and often all three supervisors would be present.

In addition to these conferences a program of intervisitation was arranged whereby two or three new teachers together with a supervisor would observe an experienced teacher teach a lesson. This observation was followed by a conference with the supervisor and the new teachers. These conferences served to set the stage for future directed observations.

New teachers who teach either the core or mathematics also attend a weekly conference during the school day with either the core coordinator assigned to our school or with the assistant to principal in charge of mathematics.

Of course visits to the classrooms to observe these teachers, the assignment of buddy teachers, as well as the other supervisory practices for real help are all fully utilized to help provide for the professional growth of these new people.—JOSEPH S. STARR in *Intercom*.



# STUDENT STOCKHOLDERS

## *A high-school investment club invests*

By WILLIAM P. DOUGLASS

EDUCATION SHOULD BE A PREPARATION FOR LIFE, and the stock market is a part of life. I realized years ago how little was known about the stock market, and therefore decided to make my business students more conscious of its workings by enabling them to become part owners of some of the great industries of America. Today about 143 business education students in Brentwood High School turn to the financial pages of the newspapers first, instead of sports, funnies, or women's sections simply because they are, as a group, stockholders in a major oil company and now have a personal interest in the rise and fall of the stock market. They are members of an investment club, which I started in October, 1956, as an extracurricular activity of the high school. The student members are learning to buy and sell actual shares among themselves, making profits or absorbing losses according to daily market values.

The investment club itself is conducted as a corporation. The club is owned by stockholders, who elect a board of direc-

tors, who in turn elect a president, vice-president, secretary, treasurer, administrative assistant, and public relations director. The board of directors determine policy and the officers act as managers of the club.

Each fall the club is organized and shares of stock are issued to stockholders at 50 cents par value per share. No individual may own more than 25 per cent of the total amount of issued stock. Real stock certificates are issued as evidence of ownership. From this initial investment the board of directors purchase shares of stock from the open market through a broker of the New York Stock Exchange. Due to the glamour of fluctuating stock quotations, a stock is usually chosen which has past experience of rising and falling over a range. Last year two shares of Gulf Oil were purchased at a quotation of  $110\frac{1}{4}$ . At the time of this purchase, each individual stockholder's share in the club establishes a market value on his individual shares at 50 cents per share. The actual rise and fall of the Gulf Oil stock then determines the daily market value of the investment club stock. In the event the Gulf Oil stock goes down, the investment club stock lowers in exact ratio; i.e., if Gulf Oil purchased at  $110\frac{1}{4}$  is selling at the present at  $105\frac{1}{4}$ , the investment club stock would in turn have a market value of  $47\frac{3}{4}$  cents per share,  $2\frac{1}{4}$  cents less than the original 50 cents paid, the same holding true in reverse in the so-called "good" times when the market rises. A member may buy and sell his stock based on the market value of the stock he holds in the event the club has a multiplicity of stocks; i.e., should the investment club also hold stock in U. S. Steel, the individual

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### EDITOR'S NOTE

*Members of this investment club look first at the financial page of the newspaper to find out how their stocks fared. To know daily price range is not enough; they observe number of shares sold, report of earnings, and any turnover of large blocks by investment trusts, insurance companies, or other large holders. It's fascinating to them. No wonder—it's their own money. The author teaches business education at Brentwood (Pennsylvania) Senior High School, near Pittsburgh.*

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may purchase his investment club stock in U. S. Steel instead of Gulf but must obviously buy only what the corporation actually owns.

All winter long members buy and sell from each other with an eye to the actual percentage of increase or drop in their stock as determined by the daily market.

The bookkeeping department of the club, under the direction of the officers, keeps stockholders' records such as subscription books, cash records, subscribers' ledgers, stock certificate books, stockholders ledgers and stock transfer records, minute book, and so on.

Dividend checks are cashed and saved, thus adding to the final value of the club stock at the time of dissolution in May or early June, according to the market at the time. The club is organized anew each fall and is dissolved in the spring sometime prior to graduation day, since at least 35 per cent of the members are seniors in

school and it is not feasible to operate during vacation. At the end of each year the entire stock is liquidated and each fall the group buys again to gain experience in trading.

The club holds a general stockholders' meeting once a month, at which the stockholders vote, listen to recommendations, are issued financial reports, and are advised by the president what the board of directors are considering in regard to buying new stock or selling the original investment. They also pay attention to business news and what is going on in the market. The board of directors meet twice additionally each month in separate meetings.

The *Wall Street Journal* is delivered to the school each morning and the students really go over it. The club has also assembled a good library of information in business magazines and reports.

So far, the students have been lucky; they have traded at a profit.

## Our Education Today—an Appraisal

Unfortunately we do not have a really great education. In relation to the task to be carried out our plans lack vision and scope, our facilities grow daily more inadequate and our personnel lacking both in quantity and quality. Our enterprise is without adequate support, our teachers' salaries are too low and the place of the teacher in the community is not such as to attract our ablest young people to our profession. Worst of all we are not doing anything really effective about it. One measure of our lack of exertion is that whereas twenty years ago we spent five per cent of our income on education today we spend only two point five per cent.

But it is in contrast with the dynamism of our economy that the lack of forward thrust in education is most striking. The American economy is the wonder of the world in its dynamism and productive capacity. It has amazing power of self-mobilization. In comparison education seems strangely immobilized even in the face of the great-

est challenges. We need teachers but we do not seem to be able to get them. We have no end of desirable educational methods, processes and techniques but we have no effective way of putting them to use. Education should put more emphasis on human relations, on international understandings, on citizenship and on character education but somehow we do not get off a sort of "dead center." We need both extensive and intensive researches but our research effort is paltry. My guess is that General Motors spends more money on research than the entire country spends on research in education.

In summary, our educational effort is less than that of twenty years ago while that of the Russians is greater. Though we are the wonder of the world in economic dynamism we are nowhere near as dynamic in education. If we do not rouse ourselves to action soon we shall lose the struggle for the minds and hearts of men.—ERNEST O. MELBY in the *Educational Forum*.

# WHY JOHNNY CAN'T OBEY

By THOMAS A. ROUTH

IT IS TIRING to hear criticism leveled against American schools for what they are unable to do in disciplining children. Public-spirited citizens, parents, and the general public point an accusing finger at schools and teachers, implying that it is the exclusive prerogative of either school or teacher to train children, even in matters of discipline. The essence of all education, however, must inhere in the home. Since our society is complex, parents delegate the responsibility of educating the child to the school systems. *It is, however, only a delegated responsibility and not an inherent right.* The initial, basic stages in child training should be given by parents at home. This paper is designed to be a defense of the teaching profession, and an indictment of parents for evading their responsibilities because of their own crass ineptitude.

Many parents attribute to the school the powers of an all-wise and knowing clinical psychologist in dealing with children. They falsely assume that the school is prepared to deal effectively with the myriad problems a child presents. To cope intelligently with a child's problems in a school setting alone is one thing. To believe complacently, however, that the school should substitute

for the emotional experiences a child should receive at home is to expect too much from an overburdened school system.

The home is the initial place in which training, education, and the inculcation of discipline must begin. If the child has not had discipline literally drilled into him at home, the school cannot accomplish what is the basic responsibility of parents.

Recently, a great deal of controversy was occasioned by the book *Why Johnny Can't Read*. It seems more essential, however, to discuss "why Johnny can't obey." We did not say "why Johnny 'will not' obey," because this would involve an act of volition and free will which a child cannot accomplish because of a lack of mental and emotional maturation. If Johnny can't read, the basic cause may be that neither can he obey. Both have to be taught. If Johnny can't obey, perforce we should look to his home and parents for the initial explanation.

If parents are involved in insoluble disciplinary problems at home, the school should not be expected to handle these problems. If parents cannot make a child obey, they may be in the throes of some mental or emotional conflict. Perhaps they have never been disciplined themselves. Thus a concept of obedience is foreign to their social consciousness.

The majority of children are healthy little animals who are growing and maturing physically, mentally, and emotionally. If parents are to insure that this growth is steadily progressive, proper emphasis has to be given to all aspects of a child's training. Just as "repetition is the mother of studies," so too is a real sense of discipline essential in the education of children, and it should start in the home soon after the child is born.

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## EDITOR'S NOTE

*The ideal way to teach discipline is in the home, says the author. Discipline is an over-all approach to life, and without essential home training, it is unlikely that a person can develop good self-discipline. Maybe you will not agree with the viewpoints expressed by the author, but we think you will agree that he doesn't tiptoe around controversial issues. He is a counselor with the Florida Council for the Blind, located at Tampa.*

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Unfortunately, some parents assume that parenthood gives them a halo of distinctive ability in the proper training of the child. While initial training in discipline may be tiresome and odious to parents and child, all discipline is necessarily repetitious in nature if it is to mold effectively the conduct and character of the child.

Discipline involves the *factor of motivation* on the part of parents and child. Without the necessary motivation of parents to train the child correctly, discipline cannot exist. The child, on the other hand, should be taught an awareness and understanding of his part in and responsibility to the family unit, and then be provided with motivations of his own for co-operating in parental discipline. When parents say "Do this" or "Do that," they unknowingly get across to the child that the parents' own motivations are responsible for the fulfillment of the order. When, however, a parent is able to *tap the stream of the child's own motivations*, when the child can be brought to see that he has motivations of his own for conforming to the discipline, we then have a more manageable relationship between parent and child.

Children, however, do not always have to be supplied with adequate or appropriate reasons for what is to be done, nor is it necessary to give reasons because it is the children's "due." There comes a time when an order has to be carried out strictly on the merits of the one issuing it. The child does not have to be given any reasons at all, because natural philosopher though he may be, he is still not skilled in formal logic. The tragedy of modern child training is reflected in the attitude of those parents who believe that the child has an intrinsic moral right to an explanation. Some parents spend much time giving inadequate reasons and ridiculous explanations to Johnny, rationalizing and pleading with him to obey. It is no wonder, then, that discipline breaks down under such conditions.

Intelligent discipline should not be puritanically stern, unyielding, cruel, or severe. It should, however, be firm and consistent, lest emotional chaos result for the child. The application of the hand to the right portion of the child's anatomy does wonders many times and may be more effective than a treatise on child psychology. If parents try to train a child "by the book," they overlook the fact that in time the child may use the same book to bring up the parents.

Many parents literally squirm and fidget trying to make up excuses and give satisfactory reasons why Johnny should go to bed when Johnny happens to be in the mood to do otherwise. Such parents carefully phrase and rephrase their "request" to the child. Never a command, never an order, because such an approach might inhibit the child. Their approach finally degenerates to a "won't you *please* go to bed" attitude. They plead with the child as if his going to bed would bestow some signal honor on them, or as if the child were humoring them by complying with their "wishes." Something is seriously lacking in such a situation. It is not the child's fault, but rather the parents who began disciplinary training too late. In many cases, the child who is a disciplinary problem is not getting an adequate amount of proper rest.

Parents, then, have to make up their own minds. They are sowing the crop, and what they reap is their own responsibility (as long as a child remains at home). When, however, children step into society, it becomes the business and responsibility of society to do those essential jobs which parents have side-stepped.

It is impossible to discuss "why Johnny can't obey" without looking at him, and at his personality. Basically, Johnny cannot obey because he has not been taught to obey. He cannot obey because he lacks an insight into and an awareness of precisely what initial obedience entails.



Personality is similar to a large uncut gem or precious stone, which can be cut or shaped into many different sides, such as the physical, mental, social, moral, spiritual, and emotional parts of a man. If all of these component parts are developed, the result may be a mature, stable personality. If, however, a child is overdeveloped in the emotional area, the result may be a lopsided, immature personality, resulting from an unbalanced emotional growth. Personality development, of necessity, should spring from an *emotional growth in love*.

An explanation of the word "love" is in order. The ancient Greeks did not have a single, all-inclusive word for "love," as we use the term today. Rather, they employed two separate words: *eros* and *agape*. *Eros* means a selfish type of "getting" love, which glories in receiving adulation and affection and is not a positive, strength-building love. *Agape* refers to a "giving" type of unselfish love, which receives happiness and contentment from what it is able to do for the other person.

At various stages in the personality, we find both of these kinds of love present. Both are found in children as well as parents. In the child at first there are strong indications of an *eros* type of love. As a result, however, of a social and emotional maturation in love, this *eros* type is gradually replaced in adulthood with an *agape* type. The same is true of parents. Their initial love for the child begins with strong *eros* components. The child is theirs; his existence gives them personal pleasure; they are selfish about the child. If, however, this pattern of love does not change, if the parents do not mature emotionally to the point of allowing the child to make decisions of his own and make errors for the maturity and growth which it will promote in him, they fail in their responsibility as parents, and their love for the child continues to remain exclusively on an *eros* level.

The school and the teacher can only partially fill these essential emotional needs

of a child. It is the parents who have to nurture and cultivate the seeds of emotional growth. If a child is not adjusted, *parents should first look to themselves* to determine if they are the basic source of the maladjustment. If the parents themselves are experiencing a serious loss of acceptance, significance, and safety, it follows that they cannot assure a child of having his own needs even partially filled by them, because they cannot give what they do not have themselves.

Training a child in discipline leading to sound adjustment cannot begin too early. Adjustment is like a tree, the trunk of which is represented by birth. If a person feels seriously deprived of acceptance, significance, or safety, he may begin his ascent along a branch called stress. If he still feels unloved, unsafe, and unimportant, this branch may sprout other branches, such as tension, conflict, frustration, and anxiety. If the person still does not feel loved, secure, or worth while, if he has no feeling of receiving real strength-giving, strength-building love, his final ascent of the tree may be along the branch of neurotic attitudes. He may develop a well-defined neurosis with no break with reality, and revert to odd, strange, or peculiar behavior, or he may go on to a definite psychosis and break with reality. In any event, the total result is a maladjustment.

It is important to note that any form of maladjustment is still an adjustment of some type for the individual. A person is going to make some form of an adjustment. If it is a good adjustment, we tend to overlook it, and casually take it for granted. If it is a bad adjustment, we call it a maladjustment. If the purpose of education is to teach a person life and how to make a living in just this order, it cannot be accomplished without individual adjustment. If a person is to be taught how to order his own affairs to the end of becoming integrated and adjusted, it cannot be accomplished without instilling into the child



from birth basic principles of sound discipline.

It is unfair and unjust to expect the church, Sunday school, teachers, or the school system to step in and do a job from which the parents are shrinking. If the parents are emotionally undernourished or deprived, they cannot give emotional safety, comfort, and security to their children. If they do not have themselves under

proper emotional control, if the child is not given the chance for necessary emotional maturation, it is no wonder that the child occasionally may get out of control himself.

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## Guidance Plus Public Relations

By R. O. ISACKSEN  
 St. Paul, Minnesota

School guidance services have for a long time been recognized as of paramount importance to the total school program. The earliest guidance service emerged in the home room, and it was featured by an extended home-room period. This, for the most part, was group guidance, and it was carried on once or twice each month. Sensing the inadequacy of such an arrangement, most schools went further and added to their staffs trained counselors, freed from teaching duties. Then evolved the concept that guidance could not be divorced from teaching and that each teacher was to serve in the guidance program under the leadership of the counselor.

Most existing guidance programs are at this stage of development today. But this is not enough. While the home-room teacher may do his level best, he obviously cannot be expected to give personalized service to the home-room pupils. One or two counselors in a large secondary school cannot possibly give intimate, individual attention to pupils and parents. However, to shift the responsibility for guidance to the classroom teacher presents two fresh problems. Provision must be made for the in-service training of the teacher in the techniques of counseling, and adequate time must be allotted so that he may carry on guidance activities. To add guidance duties to a teacher's load of 175 pupils distributed in five daily classes, in addition to a home room with another thirty-five pupils, is simply not realistic.

Fortunately the plan at Como Park Junior High School in St. Paul enables us to reduce the number of pupils met by each teacher and to provide the time for parent and pupil conferences as well as a preparation period. We combine two subjects,

usually English and social studies, give the teacher two sections of thirty-five pupils each, and thus leave two hours a day, one for preparation and one for conference. This structure is essential in the development of a program in which the teacher can perform counseling duties at a level just below that of a trained counselor.

Once this structure is established the teacher can be asked to consider himself the adviser throughout the school day for his pupils in the combination classes. He will confer with other teachers (and they with him) about the progress of a particular child, will have conferences with the child, and will endeavor to have at least one conference a year, either in school or in the home, for each set of parents. He will arrange for the services of corrective mathematics teachers, corrective reading teachers, psychologists, health personnel, and other resource people of the school system. If necessary there can be more than the minimum of one conference with parents in order that they may be brought into the planning when the need for the services of specialists is indicated.

The responsibility for training teachers in counseling techniques, test interpretation, and pupil and parent conferences falls upon the regularly trained counselors in each school. He has frequent meetings with these teachers and gives them the benefit of his experience, provides them with resource material, and the opportunity to relate their experiences.

The public relations value of such a program of parent-teacher conferences is great. The struggle to approve bond issues and charter amendments will be much easier when parents have had intimate, personalized contact with the school.

# Supplementary Reading and Oral Reports a Stimulus to ECONOMIC EDUCATION

By JACK W. ENTIN

**Time:** Any Monday during the semester in my classes in economics. "Why Monday?" you ask. It seems to be the most suitable day for oral reports. After weekends, the students have had the opportunity to brush up on their readings without too much interference from other subjects. Furthermore, they selected the day. During these past ten years or more, few have asked for changes. The listeners are expected to summarize the reports in their notes.

**Event:** The class chairman announces: "Today, we will have a report by Paul B. on *The Great Crash, 1929* by John Galbraith." The chairman proceeds to write the title and related data on the blackboard for the other students to record in their book notes. Students may question the reporter after the report has been completed.

The event varies with the cast. One can usually judge the caliber of the student by his book selection. In recent months, the reports have been such titles as *Getting and Spending* by Burton Crane, *The Twentieth Century Capitalist Revolution* by Adolf Berle, Jr., *The Jungle* by Upton Sinclair,

*Tomorrow's Birthright* by Barrow Lyons, *The Dynamics of Capitalism* by J. T. Wendzel, and *Dividends and Democracy* by L. D. Gilbert, among others. Not to be overlooked are Thorstein Veblen's *The Theory of the Leisure Class* and Marcia Davenport's *Valley of Decision*.

The basic reading for the daily assignment is done from such textbooks as Corbett and Colvin; Korey and Runge; Klein and Colvin; Sayer, Cogen, and Nanes, and any other textbook which is available to the class in or outside of the school. Only the less capable or unambitious confine themselves to the class textbook. Newspaper and magazine articles are not frowned upon for report purposes.

The object of the oral report is to reveal the comprehension of the readers as well as their fluency, in the vernacular, in conveying the authors' thoughts to their classmates. I have derived deep satisfaction from the amazing fluency of some of my students from whom it was least expected. Others, with faltering difficulty, are aided by occasional "assists" by the teacher. The results are not always gratifying. However, these do serve as a measure of the quality of the individual student as well as the entire class.

After more than ten years of having employed this practice of stimulating supplementary reading at both the Long Island City and Forest Hills high schools, I have arrived at certain conclusions.

Some students require little motivation to step beyond the routine daily assignment. Others require a little prodding. College requirements have become a more recent spark plug. Standards are set by the

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## EDITOR'S NOTE

Here is a report of actual practices and procedures used by the author over a twelve-year period with considerable success. In his classes in economics and economic problems and in modern world history, the students found this "reading for understanding" program interesting and helpful. The writer teaches at Forest Hills (New York) High School and is editor of *The A.T.S.S. Bulletin* published by the New York City Association of Teachers of the Social Studies.

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instructor at the opening of the semester. They allow little escape for the reluctant ones who seek an easy path to a "go." Once realized, they need very little urging. Then comes the clamor for scheduling of reports. Some of the students actually sound like exploring pioneers who have discovered the promised land. Further revelations in their readings evoke the remark, "Isn't learning wonderful?"

Essentially, this is a "reading for understanding" program. It consists of a variety of procedures. Daily reports on news items relating to the subject of the day occupy five minutes at the beginning of the period. Each reported item is generally an illustration of previous discussions. We have discovered that understanding of a topic through reading in the daily press or other periodical is often better evidence of learning than any class test. No cramming is involved in the former.

Weekly book reports from those students who have completed their readings enrich the entire group. The summaries of the oral reports reflect the reporters' delivery and increase the students' knowledge of the variety of books and ideas.

The use of such college texts as Paul Samuelson's *Economics: an Introductory Analysis* (McGraw-Hill), Paul Gemmill's *Current Introductory Economics* (Harper), Umbreit, Hunt, and Kinter's *Economics* (McGraw-Hill), and Theodore Morgan's *Introduction to Economics* (Prentice-Hall) is encouraged and recommended to better students.

The discussion and interpretation of editorial cartoons relating to the units are constantly utilized. Each unit test includes an essay question relating to an accompanying editorial cartoon. Cognizance of this practice stimulates a constant search through the daily and Sunday newspapers for editorial cartoons and related articles. It is not, by any means, a novel approach, but it bears fruit.

The initiation of the reading program is followed by the distribution of a reading list. As new books appear, they are added to this list. The list is cumulative. Similar lists are placed in the excellent school library, local branches of the Queens Public Library, and the Donnell branch of the New York Public Library. The co-operation of these libraries has been an asset.

My records of the past dozen years reveal that the most repeated readings have been in the following categories: (1) the muck-rakers, (2) the novels with economic themes, (3) the books on natural resources, the Neo-Malthusians and their counterparts, (4) the biographies of industrialists and labor leaders, (5) special subjects within the units of study.

The units of study include: I—The Economic System Today; II—Consumer Problems (all inclusive); III—The Growth of Industrial Progress (since the Civil War); IV—Labor-Management Relations, Progress and History; VI—International Trade (if time permits). The latter topic is customarily interspersed within the context of the other units.



Least of all can we tolerate educational deficiencies which limit the horizon and strangle full expression of the individual capacities of American youth. For young people are the Nation's most precious asset—the promise of a better future, of a growing economy, of even better social conditions, of a durable peace.—MARION B. FOLSOM in the *Journal of Arkansas Education*.

# THE AUDITORIUM:

## *Center of School Activities*

By

L. EDMOND LEIPOLD

WITH SOME FORETHOUGHT and a little effort, the school assembly can become an integral part of a school's activities and not a stepchild of the educational program. In some schools, regular assembly programs are a rarity; in others, the student body is called to the auditorium only for pep programs or for an occasional guest speaker.

It is actually not a difficult thing to make the auditorium the very heart of a school, providing both students and faculty with a pleasing variety of programs. Among the procedures and practices which, if used as guides, will lead to a vitalized auditorium situation are the following:

1. Organize an over-all student-faculty committee of interested persons to head the program. Place on it those persons who have the vision to see ultimate potentialities. The students who are on the committee should be alert leaders of proven ability, and the faculty committee members should be those who are not afraid to do a little bit more than the essentials required of them. If it can be arranged and is consistent with school policy, the faculty should receive extra compensation for their efforts.

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### EDITOR'S NOTE

*The school assembly is usually the largest class in the school. Therefore, it requires careful preparation to assure the greatest educational benefit. The suggestions given by the author will, if adopted, go a long way toward making the school assembly a most important occasion. The writer is principal of Nokomis Junior High School, Minneapolis.*

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2. Use the facilities of the student council to the fullest advantage, both to initiate and to carry on the program. There may well be a subcommittee appointed by the council, reporting back to them at their regular meetings. Included in the student council meeting minutes should be a report of their activities so that what has been done may be discussed in the home rooms during the regular meetings.

3. Provide for a good stage crew supervised by a faculty sponsor, and have it ready to take care of the many details involved in the mechanics of production. These workers deserve, and should be given, full credit for the work that they do. A "treat" from time to time will pay dividends. The faculty sponsor should be paid if such a procedure is compatible with school policy.

4. Use a special schedule on the days when programs are held. This will avoid the necessity of omitting some classes completely. If all students can get into the auditorium at one time, making only one program necessary, the period used may be alternated; that is, one program may be held during Period One, the next time Period Two may be used, and so on through the schedule. Less faculty objection will be heard if this principle is not violated too frequently.

5. Instruct students carefully in the fundamentals of proper auditorium behavior. Probably this can best be done in the home rooms. Matters such as going to the auditorium, what constitutes proper applause, good posture, and the mechanics of dismissal, all fall into this category. It is usually not advisable to assign individual seats

to students but rather to allocate blocks of seats according to home rooms.

6. Expect all teachers and students to be present at auditorium programs. This will do much toward making the program an integral part of the school's activities. Acquainting students and faculty previously with the nature of the programs will make the assemblies better serve their purpose.

7. Work out program details carefully in advance in order that sessions may start and end on time. Equipment must be ready. If a film is to be used, it should be previewed before the program is scheduled to begin to make sure that it is in good condition. The public-address system should be tested before the students enter the auditorium. Such other details as the lights that will be needed and what other services will be required from the members of the stage crew should be clearly understood by everyone concerned.

8. Prepare a schedule of programs for the year on a month-by-month basis, listing the persons or organizations in charge of each program. Included in the schedule will be programs in these and other categories:

(a) Religious programs, such as those given at Christmas and Easter.

(b) Patriotic programs, including those relating to Memorial Day, Thanksgiving Day, Columbus Day, Veteran's Day, Washington's Birthday, Lincoln's Birthday, and others that readily suggest themselves.

(c) A variety of student programs, including such offerings as student council induction programs, talent shows, and variety shows.

(d) The various departments of the school may make contributions; for example, the drama class may present plays, the science class give demonstrations, and an old-fashioned spelldown may be featured by the English department.

(e) If extension divisions of colleges or universities are available to provide such services, there may be included four or five of the programs best liked by the students, such as outdoor or nature movies, a magician, a travelogue, or an animal show, to mention but a few of the more popular types.

(f) Talent represented on the faculty and among the parents and community industries is often a potentially rich source that is overlooked.

(g) And finally, current interests may be utilized. For example, the present International Geophysical Year provides an ideal opportunity to capitalize on a subject high in popular favor.

These suggestions will provide approximately three programs for each month of the school year and in addition there will naturally be some "extras" to be inserted here and there. However, the traveling entertainer of whom little is known should be avoided, for it is better to have no program at all than to have a poor one.

Following these suggestions may not assure having perfect auditorium programs, but they will go a long way toward eliminating the objections that are so frequently heard from both faculty and students on this important phase of the school's activities.

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**We All Are Reading Teachers.** The idea is, of course, that every teacher should be a teacher of reading as related to his particular curriculum specialty. Space does not permit an elaboration of what reading skills to teach and how to teach them. But every teacher can make a helpful contribution by giving students some direction in (1) Shifting reading gears to match the difficulty of the subject matter, (2) Searching out the main ideas, (3) Appraising the value and relevancy of the reading matter, and (4) Building a "word bank" of terms particularly related to the course.—GUY WAGNER in *Education*.



## Events & Opinion

**THE OPENING KICKOFF:** We have been searching for some appropriate remark to commemorate the demise of the summer vacation and the beginning of a new school year. It is fitting, at this time, to offer a type of invocation which will instill within us a renewal of heart, spirit, and interest to meet the many challenges which will confront us this year. Therefore, we were most gratified to receive a copy of a communication which Thomas L. Lee, assistant superintendent of schools in charge of secondary education of the Tucson public schools, sent to the members of his staff last spring. Apparently, this memorandum was intended to serve as an antidote to end-of-school weariness. Read the following thoughts expressed by Superintendent Lee, and we are sure you will agree that they can serve as the needed opening-of-school inspiration:

"There are times, in the still hours with sleep far away, when all of us have an opportunity to think through our truly basic beliefs. Recent months, filled with sharp and antagonistic criticism, have brought more than the usual quota of such nights. Perhaps you have not been led to reduce your thoughts to writing, but I have. In these words, I have attempted to say what I believe we all believe—and I pass them along to you for whatever use you may care to make of them. . . .

"I believe:

"(1) That the purpose of the American public school is to assist every youth to achieve the best that lies within him. . . .

"(2) That fulfilling this purpose promotes the general welfare by making possible the maximum contribution of each individual citizen.

"(3) That children—and adults—have widely differing needs, abilities, hopes, and aspirations which must be respected and nurtured.

"(4) That this nation has achieved greatness by capitalizing upon the diversity of its people, for it is the respect for individual worth among men which has made the system of free enterprise work.

"(5) That human dignity and the respect for individual personality require us so to teach that each becomes his own best self.

"(6) That success breeds success; habitual failure breeds its own kind; and successful teaching tempers the gall of failure with achievement.

"(7) That the American public school is our present best means of putting the idealism of the American dream into daily practice.

"With all its faults, reflecting the American culture as it does, the public school remains our one great hope for maintaining an island of freedom in the swirling currents of world-wide tyranny. Of no other institution in our land has so much been required by so many. Acclaim for its strengths should be at least as loud as criticism of its weaknesses. It deserves our thoughtful and courageous support."

**TEACHERS IN TEAMS:** According to the *New York Times*, a situation that comes close to a teacher's idea of utopia will be developed this fall by the Norwalk, Connecticut, board of education. A "master" teacher, an assistant teacher, and a non-professional aide will form a team handling between seventy-five and ninety pupils. They will teach the entire class as a group when giving a lecture-type lesson or using movies or visual aids, but will also teach in smaller groups for remedial instruction or for particular purposes. The master teacher will receive 15 per cent above the regular salary and the assistant teacher will get a 5 per cent increase. The combined 20 per cent increase will be made up by the salary

of the nonprofessional aide, which will be only 80 per cent of a regular teacher's salary. Thus, the plan will cost no more than the amount now being expended for the regular teaching process. While the teacher-team system is now being used in various parts of the country, the Norwalk plan is the first to offer a new salary structure.

The pupils could all be in one class or they could be in three adjoining rooms, depending on the situation. The "master" could be teaching mathematics in one room while the assistant could be giving a music lesson in another and the teacher aide could be handling clerical work and overseeing assigned work in the third room. The pupils will move from one room to another. The experiment, to be financed by the Fund for the Advancement of Education, is being inaugurated this fall in several grades of the Norwalk elementary schools.

**TV AS A HISTORICAL MEDIUM:** If John Q. Public, Jr., has a weak sense of history, don't blame the high-school teachers of history and social studies, several hundred social studies teachers were told at a conference held recently at Yale University. The teachers were concerned with the role television can play in the secondary-school educational process. Patrick D. Hazard, editor of "The Humanities Today" department of *The Clearing House*, came to the defense of American high-school teachers in a speech on television as a historical medium. Since we regard television as a potentially positive factor in our educational processes, we offer our readers selections from Dr. Hazard's talk:

"The anti-intellectual pressures built up by our American marketing economy frequently make a historical sense so hard to come by that to have one is almost presumptive evidence of alienation from that business system itself. To try to stick the high-school teacher with America's cavalier attitude toward its own past is a pretty shabby enterprise. . . . Before we (as teachers) have

the right to deplore the TV industry's failure to replenish the intellectual and emotional resources that make both TV and technology possible, teachers must show their serious intent by using to the maximum the proportionately few, but none the less splendid, exercises in historical analysis that do appear on the new medium. . . ."

If these programs are used with unequaled imaginative efforts by teachers, then "we have both the right and the adequate knowledge to press for more and more approximations to the ideal: a public less narcissistically involved in gadgets and games, and more idealistically committed to the historical heritage of American values."

**THOSE SOVIET SCHOOLS:** What are some things to remember about Russian education? *Changing Times*, the Kiplinger magazine, in its June, 1958, issue, lists several points to keep in mind when discussing the efficiency of Soviet education:

1. All U.S.S.R. students take rigid national exams in order to pass the fourth, seventh, and tenth grades.
2. Above the secondary level, the government fixes quotas for enrollment in various fields and assigns graduates to jobs.
3. Political supervision and indoctrination permeate all schooling.
4. Boys get regular military instruction from the seventh through the tenth grades. Tenth graders have rifle and machine-gun practice with live ammunition. This was cut out of the ninth grade because there were too many accidents.
5. School and home assignments are so heavy that several prominent physicians once complained publicly that students were suffering from "chronic overexhaustion, frequent headaches," and other ailments.
6. A graduate from a higher institution doesn't get his own diploma. It's mailed instead to his future employer.

JOSEPH GREEN

# Criticize with Restraint!

## Children Easily Discouraged in Their Early Efforts in English Composition

By MELVIN L. ROGERS

H. L. MENCKEN ONCE REMARKED in an essay entitled "Footnote on Criticism" that constructive criticism had "a low practical value." Mencken felt that a good spanking by a critic of the "destructive" type had always done him the world of good.

In a similar vein Zen Buddhist masters place a high pedagogical value on the subjection of their pupils to great physical and psychic stress.

While both of these viewpoints have doubtlessly been validated by considerable personal experience, there is still much to be said for the patient handling of children during literary growth. When a child's first attempt at writing is deluged by criticism, he may be discouraged against any future effort. Criticism can be conclusively destructive when given prematurely or without thought to its administration. One should never use an atomic bomb on a butterfly!

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### EDITOR'S NOTE

*In a few words, just how can we teach pupils to write better? By hammering at their deficiencies? By making them rework and rewrite what they have written? By patient counseling to inspire confidence in their ability to write? If you have gotten this far, you have probably offered a tentative answer to some of the questions. The author of this article has stimulated us to ask questions, not to answer them. He is a graduate of Teachers College, Columbia University, is now teaching at PS 51 in the Bronx, New York, and prior to that taught English on the eighth-grade level in Manhattan.*

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The mere realization that we should adopt some restraint in dealing with children's writing is often powerless to combat our deep urge to criticize. Teachers, in particular, are more conditioned to criticize than to create. In college composition work, the lion's share of time is spent in reading and writing criticism—not in producing creative manuscripts. Many people have simply abandoned the thought of making any literary excursions without the guidance of an entire agency of critics who will show them more than just the "customary sights." This situation has become so extreme that even our potential writers who are incubating in the university workshops have turned to the critic as a source of inspiration and guidance. To bear witness to this fact, I quote from John W. Aldridge's book, *In Search of Heresy*: "Thus, instead of reading James, the young avant-gardist read Percy Lubbock on *The Ambassadors* and made use in his novel of Lubbock's interpretation of James's use of 'point of view'; instead of reading Faulkner, he read Richard Chase on the images of line and curve. . . ."

Having been weaned and suckled on the verdicts of critics for most of his professional life, the teacher now feels impelled to serve as doctrine maker in his classroom. In this new office, teachers may often become quite waspish. The special qualities of patience and kindness, so necessary in the business of teaching, are difficult to cultivate in personalities who witnessed their literary babies being mutilated by the high priests of English composition.

Teachers who have the drill sergeant's passion to "give 'em the same business they

got" should pause to observe one point—the age factor. While it is true that most adults suffer a substantial amount of failure, there are always compensating successes. A child of elementary school age usually has no backlog of pleasant experiences to serve as a cushion in event of failure. When we are brutal in treating a child's work, the only shock absorber is the child himself. A teacher's passion for truth in matters of knowledge should always be tempered in a social situation which involves a child's delicate emotional position.

The question which should arise from this discussion is whether a teacher's self-containment will pay off. In the novel *Crime and Punishment* by Dostoevsky, the

character Razumikhin remarks, "By talking rot you eventually get to the truth. I'm a man because I talk rot. Not a single truth has ever been discovered without people first talking utter rot a hundred times or perhaps a hundred thousand times."

Teachers of English can expect to find that most children's early efforts at writing are awkward and nonproductive. There are stages which by themselves seem hopeless, but suddenly the child finds his idiom and a change occurs which is inconsistent in terms of what preceded it. Call it sudden vision or intuition; it nevertheless represents a step forward—a step which couldn't have been taken if the teacher had become intolerant of his pupil's early efforts.



## The Tape Recorder—a Valuable Aid

Actions speak louder than words and examples are clearer than explanations, most teachers realize. But *unusual* examples are even more beneficial, two of us teachers discovered when we brought a tape recorder to school. Of course, our bringing it was an "action" to help our students master "words."

We teach seventh grade language arts at Spring Branch Junior High School in Houston. One of us has the English program, including grammar and spelling; the other has the reading program, including literature, reading techniques, word study, and library training.

Many of the children in the reading program were having difficulty making oral reports. They didn't seem to understand what points should be stressed, how they could liven their subjects, or how they could interest their audience.

A few of the more mature students in another section made excellent reports. We selected four of the outstanding students and recorded their oral reports. Then, returning to the class having difficulty, we assigned a speech and some preliminary reading and asked them if they knew how the speech should be prepared. Of course, they were not sure. We played the four speeches for them. Using the tape recorder, we were able to stop the machine to discuss important points, good and bad parts of speech, and answer questions, without interrupting the speaker's train of thought.

When we had finished the recordings and further discussed the speeches, the pupils were amazed at their new knowledge of speech, and the reports which they gave following the discussion period were excellent. The subjects they chose were interesting and thought-provoking—a great improvement over their past speeches.

Such topics as the atom and its uses, uranium, the history of make-up, airplanes—yesterday and today, and unusual fish were discussed. It was evident that they had spent more time preparing and were more interested in audience-reaction. . . .

The children gave the tape recorder much of the credit and pointed out ways it had helped them. It had made them realize that their report must interest other people. It showed them how other children thought and what they could do. They felt that the tape recorder was fun as well as educational, and some of them were delighted with the idea of recording their own speeches and playing them to their parents.

We found that tape recorders are a valuable classroom aid, and a teacher who is alert to its many applications will find this machine valuable, especially in teaching English. Perhaps its most important contribution is that it gives the student—and the teacher—an opportunity for self-evaluation.—DOROTHY W. RAMSEY and JEANETTE PARTEN in the *Texas Outlook*.

# The Battle of the Book: *Slow Learners*

By DAVID ZAMCHICK

DO SLOW LEARNERS need to be spoon-fed through watered-down texts? Do they refuse to read when they share the responsibility of choosing their own selections? Are they incapable of reading mature books and arriving at mature meanings?

It would seem not! The reading problem of the so-called slow learner basically may be no different from that of the more able learner. This conclusion is borne out by four years of experimentation with paperbacks for slow learners in a high-school reading program.\* During this period so-called slow learners bought and read several thousand books. But quantity alone is hardly sufficient. What was the quality of the reading experience? *Hiroshima*, *The Bridges at Toko-ri*, *The Raft*, *Cress Delahanty*, *Magnificent Obsession*, and *A Night to Remember* were some of the most popular choices. Do these titles reflect a lack of concern with maturity? Are they significantly different from choices which might be expected from the more able reader? Again, it would seem not. The point is to get the so-called slow learner to read books of higher caliber with consistency.

How can a reading program enable him to do this? By providing class time in which to read, by careful planning of book discussions, and by questions designed to get underneath the characters' statements and actions. How characters act toward people, how people feel toward them, and what finally happens to them are questions which have made the more mature books come alive to many students. Even more

specifically, through careful questioning a reader can be guided to material in his reading which has significance for him.

In discussing *Hiroshima*, Richard, an eleventh-grade pupil whose parents were separated, doubted that people who survived the bombing could ever make their lives whole again. Part of his conversation with his teacher follows:

*These people have little to live for. Families are gone, friends are missing, nothing is the way it was before. Yet many continue to live! How do some of these people face their despair? Dr. Sasaki, for example?*

"He's the young doctor, isn't he? Well, he was kept so busy taking care of others he couldn't think of himself. Besides, that was his job, helping others. The only ones

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## EDITOR'S NOTE

*We are told that automation will provide an increasing amount of leisuretime for almost all of us. Whether or not that is true, the question remains as to what we might do to improve ourselves in the leisuretime at our disposal. Book publishers advise us to read, yet the total sales of purchased books have not climbed upward. You can imagine how difficult an achievement it is to get the "slow learners" to read when people who read pretty well don't exactly storm the bookshelves! Nevertheless, here is a story that describes how slow learners get into the reading habit. And it makes sense—believe it or not. For our author has had some success with paperbacks in his classes at Great Neck (New York) Senior High School.*

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\* Described in greater detail with attached booklist in "Paperbacks for Slow Learners" in *The Clearing House* for January, 1958.



who couldn't really help were the very young people."

*How do these young people react to the bombing?*

"They weren't as scared after it was all over. They became sick from radiation but they weren't too scared."

*Which of these young people interested you the most, Dick?*

"I remember Mrs. Nakamura's boy, Toshio, the best. He had a cousin who was a kind of hero to him. He was killed during the bombing while he was working in a factory. Toshio keeps getting nightmares about this."

*Perhaps Toshio was reminded of his father who was killed earlier during the war. At any rate, how does he feel about being alive?*

"Well, it gets to be a kind of adventure with him. He doesn't mind talking about what happened. In fact, at the end of the book he writes an essay about what happened and how he felt about it. He felt worse about his friends' mothers who were wounded and killed."

*Why does he feel this way?*

"I don't know! Maybe it's because his own mother was near him and he could always depend on her. She gave him strength. Some of the other kids weren't so lucky. I remember a boy and girl who seemed to act happy but were always breaking down and crying for their mother who was thought lost or killed until they were finally returned to her."

*That's interesting! Why do you suppose these people behaved so differently?*

"I'm not sure. The only thing I can think of is that maybe it's better to have one parent around, as Toshio had, than none."

There may be five, ten, or more books readied for discussion. The purpose is to explore the picture of life, people, and ideas gained by student readers. There are few final answers but many questions which are designed to provoke thought beyond a given class session.

It is always essential, however, to prepare for reading groups and to anticipate the variety of problems brought by these groups to the classroom. The early days of the school term, therefore, are spent in talking about reading, making mental notes of possible reading interests, and getting destructive feelings out in the open.

What destructive feelings? Jim, an eleventh grader, considered a perennial troublemaker, makes it clear right at the start. "This is my third reading class. What can you do to help me?" "Don't know yet," is the reply. "Maybe to begin with we'll try to find out what you might like to read." Ed, in the same group, casual almost to the point of laziness, puts it differently: "I never read much. What makes you think I'm going to change all of a sudden?" "You're not likely to change in a hurry," he is told, "but you may be surprised at how much you will accomplish during the year."

Blunt feelings? Yes! They illustrate the chip on the shoulder of the boy who is just worried enough to think you might knock it off. Jim and Ed are in the awkward position of thinking they are losers no matter what the choice. Their texts are potent educational dice and they suspect they are loaded. When attention is focussed on only one or two texts, good as they may be, the injury done them is compounded. However sprightly the covers and colorful the illustrations, the textbook means unpleasantness and failure to these students, and the pill remains sour to them, in spite of the sweeteners.

Jim and Ed need to participate fully in the program. But participation which has vitality and meaning comes only from a broad reading foundation. Here the motivation of the slow learner has to be recognized. He has a narrow base of proven interest, yet a vast potential for future reading. The primary aim is to reach that narrow base. Fresh reading enthusiasms need to be developed and nurtured. This

requires a classroom library spanning many desires and interests. A surfeit of plenty—not ten, twenty, or thirty volumes but a library of hundreds of bright, sparkling paperbacks inviting to eye and hand can and should enrich the reading classroom.

Sandy, who maintained a sullen silence during our initial discourse or muttered “I don’t like to read,” perks up almost immediately. “These aren’t regular school-books?” she inquires. She is told some are not, though others may be. Soon two or more books are clutched possessively to her. Readers at this point are ready to assume their responsibilities as well as to enjoy their library privileges. They are urged to use good sense in organizing the library efficiently. Sandy, whose school record indicates suspected thievery, is asked to be class librarian to remind people of their responsibilities and to collect fines. She is surprised but genuinely pleased to be considered for the post. She consents to serve and leaves with one book, the class rules permitting only one book at a time to a reader. She is now more than willing to wait her turn for the others.

But the classroom library is only one front in the battle for the book. Another skirmish is getting the so-called slow learner to take pride in owning books. This is a major break-through against reader resistance. A book in the home, close at hand, is worth a hundred anywhere else. This phase of planning was thoroughly investigated during earlier discussions. Many pupils then indicated owning a book was distasteful to them. Bill, an exuberant tenth grader, with a hooting laugh and some vigorous headshaking, crystallized the feeling of his group with “I never owned a book in my life.”

How can this attitude be dealt with? It is vehement, often unreasoning, and sometimes permeated with fear and resentment. Again, the ownership of a book has to be made tempting, no less tempting than the introduction of a library to spice reading

interest. It may also bear the distinction of seeming to be apart from regular English work, for forbidden fruits apparently taste the sweeter. Once books are made palatable, it is wise to capitalize on a trait common to many teen-agers: They do not like to stand alone, to be too different from anyone else. This applies to reading as well. When three-quarters or more of a group are participating in library activities or engaged in selecting books for personal libraries, one does not like to be off on the side lines watching.

The same Bill, some time removed from his comment above, recently volunteered, “In the past three years I’ve bought forty books and do you know, I’ve read almost all of them.” When asked if he could remember his earlier comment, he shrugged and said, “No one at home owned books. It seemed to be important so I tried it.” When pressed if it were important to him now, he replied, “I’ve got my own library and I bought the books myself. I don’t think I wasted the money.”

What does such a program accomplish? Time and opportunity to select books have been arranged. Readers have the books in their hands. They read because they are interested. They are involved with material of their own choosing which has meaning to them. The proofs of their reading, thinking, and speaking have been examined.

Through such treatment, so-called slow learners can be reached. And when they are reached and touched beyond their walls of resistance, they read more—hundreds of books more. Isn’t this the crux of their problem? They are provoked to think more about their reading and are inclined to write more. Thus reading, in a vital sense, sparks the growth of the so-called slow learner. But it is not splintered beyond recognition. It is a unified whole from which comes his willingness to participate—to speak, listen, think, and write. And isn’t this, after all, the aim of every reading teacher?

# Attitudes of Teachers on School Behavior Problems Can Be Changed

By  
HOWARD V. DAVIS

DO STUDENTS IN UPPER-LEVEL and graduate college courses change their attitudes about child behavior problems as a result of course instruction? The present study is a report of such a study conducted by the writer during the six-week university summer session in 1957.

Interest in the topic was aroused by the reading of a journal article concerning the changes in teachers' attitudes toward children's behavior, using the well-known Wickman study of 1926-27<sup>1</sup> and comparing it with a study made thirty years later.<sup>2</sup> Noting that mental hygienists and teachers differed in their ranking of the seriousness of behavior disorders and that teachers today, as reported in the study, have an expanded and deepened understanding of causal factors and of consequences of behavior patterns,<sup>3</sup> the question of whether teacher attitudes and feelings would change over a relatively short, intensive period of instruction arose.

The writer was scheduled to teach a six-week course (five days a week, one clock hour each day) in mental hygiene to a summer-session group. To secure the data for the study at the initial meeting of the students, the students were asked to rank in the order of seriousness the fifty behavior problems of the original Wickman study. The students were also asked to rate the seriousness of each behavior problem on a

0 to 20 scale. The rankings and ratings were done anonymously as in the Wickman and Hunter studies. The same procedure was followed at the end of the six weeks at the last class meeting. The two rankings and ratings were made separately and students did not have their original ratings when making the second.

The group included in the study was constituted as follows: total number—12; teachers—10; full-time students—2; men—4; women—8; married—7; unmarried—4; widow—1. Five students were undergraduates; 7 held bachelor's degrees. Ages ranged from 20 to 56. Among the teachers the years of experience ranged from 0 years to 26 years, with the median number of years of experience being 7.

The rank order of ratings is shown in Table I before and after the course.

Any attempt to generalize upon the results of so small a sample would appear inconsistent with established practice. Some remarks about the results of the rankings may be made, however.

First, the group, presumed by the writer to be typical of teachers in 1957, at the

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## EDITOR'S NOTE

*This article explains itself. No editorial comment is necessary except to say that all kinds of behavior problems provide their share of trouble. Is spanking the answer to the unsocial pupil? Well, hardly! Why not? Let the author tell you. He is on the staff of the Alton Residence Center, Southern Illinois University, Alton, Illinois.*

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<sup>1</sup> E. K. Wickman, *Children's Behavior and Teachers' Attitudes* (New York: Commonwealth Fund, 1926).

<sup>2</sup> E. C. Hunter, "Changes in Teachers' Attitudes Toward Children's Behavior Over the Last Thirty Years," *Mental Hygiene*, XLI, No. 1 (January, 1957), 3-11.

<sup>3</sup> *Ibid.*, p. 10.

TABLE I.  
RATINGS OF THE ORDER OF SERIOUSNESS OF CERTAIN SCHOOL BEHAVIOR PROBLEMS BY STUDENTS IN A  
UNIVERSITY SUMMER SESSION MENTAL HYGIENE CLASS, 1957.

Before Instruction		After Instruction	
Rating	Behavior Problems	Rating	Behavior Problems
1	Impertinence, defiance	1	Unsocial, withdrawing
2	Cruelty, bullying	2	Unhappy, depressed
3	Unhappy, depressed	3	Resentfulness
4	Stealing	4	Fearfulness
5	Obscene talk, notes	5	Suspiciousness
6	Cheating	6	Easily discouraged
7	Sullenness	7	Shyness
8	Untruthfulness	8	Sullenness
9	Destroying school materials	9	Nervousness
10	Unsocial, withdrawing	10	Temper tantrums
11	Impudence, rudeness	11	Suggestible
12	Temper tantrums	12	Impertinence, defiance
13	Resentfulness	13	Overcritical of others
14	Fearfulness	14	Cruelty, bullying
15	Disobedience	15	Stealing
16	Easily discouraged	16	Sensitiveness
17	Profanity	17	Restlessness
18	Unreliableness	18	Dreaminess
19	Suspiciousness	19	Untruthfulness
20	Disorderliness	20	Unreliableness
21	Shyness	21	Domineering
22	Lack of interest	22	Masturbation
23	Truancy	23	Stubbornness
24	Quarrelsomeness	24	Truancy
25	Domineering	25	Inattention
26	Masturbation	26	Lack of interest in work
27	Imaginative lying	27	Attracting attention
28	Laziness	28	Disobedience
29	Overcritical of others	29	Impudence, rudeness
30	Selfishness	30	Destroying school materials
31	Enuresis	31	Imaginative lying
32	Stubbornness	32	Cheating
33	Nervousness	33	Quarrelsomeness
34	Heterosexual activity	34	Physical cowardice
35	Inattention	35	Enuresis
36	Physical cowardice	36	Selfishness
37	Sensitiveness	37	Tardiness
38	Interrupting	38	Obscene talk, notes
39	Tattling	39	Disorderliness in class
40	Attracting attention	40	Thoughtlessness
41	Tardiness	41	Carelessness in class
42	Restlessness	42	Laziness
43	Thoughtlessness	43	Tattling
44	Dreaminess	44	Slovenly in appearance
45	Carelessness in work	45	Profanity
46	Suggestible	46	Interrupting
47	Slovenly in appearance	47	Heterosexual activity
48	Whispering	48	Whispering
49	Smoking	49	Smoking
50	Inquisitiveness	50	Inquisitiveness

beginning placed behavior which upset classroom routine high in the ranking. Impertinence, defiance were ranked No. 1; impudence, rudeness, No. 11; and disobedience, No. 15.

Second, in the original ranking, the teachers considered as serious behavior problem the same types of behavior which

were considered serious by mental hygienists in the Wickman study. Unhappy, depressed, sullenness, unsocial, withdrawing, resentfulness, and fearfulness were placed no lower than fifteenth in rank order by these students.

Third, on the basis of rankings made by the group at the end of the six weeks, the

rank order of seriousness resembles closely the rank order of ratings made by mental hygienists. Inference is made that at the end of the six weeks of instruction the class group indicated an overt belief in the relative seriousness of behavior problems which mental hygienists also considered to be serious behavior problems. It is also noted that behavior which disturbs class routine ranked generally lower after instruction, although the rank order of whispering, smoking, and inquisitiveness remained the same in both instances.

Important changes in rank order of the behavior problems, in attitude to the ranking of school behavior problems, were the following:

Behavior Problems	Ranking Before Instruction	Ranking After Instruction
Unsocial, withdrawing	10	1
Resentfulness	13	3
Fearfulness	14	4
Suspiciousness	19	5
Easily discouraged	16	6
Shyness	21	7
Sullenness	7	8
Nervousness	33	9
Suggestible	46	11
Impertinence, defiance	1	12

#### Summary

The purpose of the study was to note whether beliefs about the relative seriousness of school behavior problems would be changed at the end of a six-week university summer session course in mental hygiene. Results showed that this group of students *did* change their attitudes.

## A Few Thoughts on Competition

By RICHARD R. BUSCH

Racine, Wisconsin

It was a hard-fought football game. Franklin Junior High School was in front of the University of Wisconsin 14-13. The radio announcer said, "If Franklin can play a tight defensive game the second half, they have a good chance of winning."

This sounds ridiculous, doesn't it? In fact, we would strongly disagree with anyone who would think this possible. After all, there is a world of difference between the football played at Wisconsin and Franklin Junior High School.

Yet, how many of us have a situation analogous to this in our own classroom? How many of us use the same assignments and standards for all of our pupils regardless of ability? We say, "They've got to do the work and pass the tests, or they will fail."

There is supposed to be about a seven years' difference between the abilities of the best and slowest pupils in the average classroom. If this is so, is it fair to pit the weakest (fourth-grade ability) against the best student (eleventh-grade ability) in

academic competition? Even before they start, the former hasn't a chance.

If this isn't fair, what would be? The answer is obvious—have the child compete against himself or against children about equal in ability. I'm sure Franklin would look well in an interteam scrimmage or against another junior-high-school football team. In class, this should mean that if our requirements are based upon what a child can succeed in doing, we can reasonably expect him to produce to the best of his ability. An evaluation should include a comparison between the pupils' earliest and latest work.

Competition can be a fine thing, and if it were possible for Franklin and the University of Wisconsin to battle on equal terms or for the bright students to compete academically with the slower ones, we would have no problem. However, we will always have differences in ability, so let's be flexible in our requirements and give every one of the children the opportunity to succeed.



# Crowd 'Em—They'll Take It

By JESSIE F. WOODMAN

IN HER ARTICLE, "They Can Read If You Will Just Crowd 'Em!" in the January, 1957 issue of *The Clearing House*, Blanche Peavey said, "A little extra effort and emphasis can bring rewards far in excess of reasonable expectations. And the kids will stand some crowding without complaint, and a great deal if they see the objective." *This* I have found to be true.

A great deal has been written lately in many magazines on the teaching of reading, the changing trends, the results in terms of months or years of improvement.

Has anyone wondered about the student himself, what he feels about it, what it does to him?

Until February, 1956, I taught a course in reading techniques yearly, with two points' credit, to ninth graders. Then we changed. A third set of seniors and first set of freshmen have just finished a six weeks' course in reading techniques.

I confess to a feeling of resentment when this course started. What was to happen to those poor remedial readers with whom I struggled for a year at a time? (That's still the question.) How could a year's course be taught in six weeks?

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## EDITOR'S NOTE

*There are three canons of good teaching that apply here. One, teaching is more productive when the learner sees the importance of what he is learning. Two, teaching is more productive when the learner is ready to use some of the things he is learning. Three, teaching is more productive when it is ahead of, instead of astride, the learner's capacity. The article deals with a short course in reading techniques and the author is on the staff at Grover Cleveland High School in Caldwell, New Jersey.*

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After I had outlined the course and shown the materials to the first group last year, one senior boy muttered, "Well, it looks as if we're going to have something useful, for a change." A week later a senior girl wrung her hands, crying, "Why didn't we get this in the freshman year?" It humbled me to see the hungry faces, the rapt attention with which they listened, and the earnestness with which such a large percentage applied themselves.

Even in six weeks personalities changed. The boy with the "penitentiary" look, who resented having to take the course, became my best friend. He was alternately kidded and praised. He loved both. (So did the others!)

The two who thought, "This is going to be easy," stayed behind more than once to be sure their work was all in or that they were doing all right. One did quite a creditable unit of research.

The classes brought so many news articles we had to start a clipping book. I put them on the honor system for reading practice, telling them that the only two they couldn't fool were themselves and God.

So much to teach and so little time! I crowded them and waited for the howls. None came. Not one.

Two ninth-grade boys stayed their study period every day. Asked why, they answered, simply, "Because we like to."

The sixth week came to a close. The marks were in and they knew it. I handed them an evaluation sheet on the top of which it said, "This course, so far, has been purely experimental. You are the charter members. In order that the course may continue to be improved, will you kindly answer the following?" Five questions followed, the specific answers of which don't need to be emphasized here.

It was interesting that the majority thought the course should be lengthened and given to every type of student from the slowest to the brightest. Under "What was of most value to you?" they named just about everything that was used including machines and all techniques, specific and general.

One senior asked if there was such a thing as a postgraduate course in this subject! (He is now teaching his mother, who is most interested.) Then he returned later with another boy to ask if I would take them back in the spring.

Two bright ninth graders came in the last day, bent over, pretending to weep copiously into large hankies: then stayed behind to beg me to take them again with the next set.

Apart from all these reactions I learned the most from the remarks under "Comments."

Here are some of them:

If this course had been given earlier, I would have given more thought to my work and would have been a better student.

It has increased my urge to read and understand more.

It has given me more confidence.

It has helped me tremendously. I've read more books in my short time here than I usually read in a year. My speed has improved. Now I can review without having to read every word. For the first time since grammar school, I really want to read of my own will.

One of the most worth-while courses. (The boy who was sure it would be easy.)

One day a week should be a discussion period, which will enable students to talk about things that are on their minds. When I talk to certain people, it always helps me.

More time to practice what is preached.

A full course subject because there is so much to be learned of value in later life.

It has helped me to increase my interest in reading.

I read more books during this course than during my entire life. (A bright, refined boy.) (Oral comment, "I never read before.")

The nicest thing about this course is that one realizes immediately that this is for one's own benefit and makes attention easy.

I liked the course because I knew it was helping me.

I feel this course is very important and should be consumed by every student, but twelfth grade is too late, but it is better to have it now than never.

Learning how to give myself the badly needed push.

The fact that someone had confidence in me which helped me to want to work.

You put us on our honor to read every night, so this forced me to read. That was a great help because now I feel like reading a good book.

We were trusted and we discussed things.

During the last three days there was a great deal of buzzing among my class of immature, but lovable ninth graders. In the middle of the last day up came a sweet little Miss Inferiority Complex with a sparkle in her eye and a package in her hand. "Here's a present for you because we had so much fun."

The book was *The Haunted Attic*. (Don't we always give what we ourselves love?)

The card ("It's perfect, Miss W.") said:

Had such a nice time  
Just don't know what to say but

"Thanks."

Can't put it any stronger  
It couldn't have been nicer  
Unless it had lasted longer.

A brighter little girl then sputtered: "This course had some purpose to it. You learn something useful. Who wants to go back to grammar? Who says, 'That's a noun; that's a verb,' every time you say something to someone?" She has a point!

Evidently learning can be fun "if you crowd 'em."

# That *They* Can Spell

By SOCRATES A. LAGIOS  
Concord, Massachusetts

There is a definite spelling problem in our schools, and many people are concerned about it. Are the seeds of bad spelling sown when the primary-grade student learns to read, or because research on spelling has become so sophisticated and refined that our failings are more easily noticed?

"But how can I look up the word in the dictionary if I misspelled it in my composition?" Teachers often hear that logical reply whenever a student is asked to correct his spelling errors. The following device has been utilized with good results to help minimize spelling faults.

In checking the results of seven different composition assignments of general freshman and senior college-preparatory students at Concord High School, we noticed that at least 70 per cent of

their spelling mistakes were included in Professor Thomas C. Pollock's list of 149 words which he found to be misspelled most often by senior high-school students. To this list we asked our students, during a general class discussion, to add their troublesome words. If more than four students could not spell a word not on the list, it was added to Professor Pollock's list.

The list was then alphabetized and mimeographed. Each student has his own copy; thus each has a concise spelling guide at his disposal when he writes a composition. Double spacing between lines and arranging words in three columns (not possible here because of space limitations) offer each pupil the opportunity to insert alphabetically any of his own personal spelling shortcomings.

## The Spelling Guide

accept	descend	forty	occurrence	study
accidentally	descendant	friend	occurring	studying
accommodate	describe	government	opinion	succeed
acquaint	description	grammar	opportunity	success
acquaintance	desperate	here's (here is)	parliament	successful
affect	develop	hero	performance	surprise
all right	died	heroes	pleasant	than (comparison)
although	difference	heroine	possess	their (possession)
appearance	different	humor	prejudice	then (later)
argument	dine	humorous	principal (leader,	there (place where)
athletic	dined	image	sum of money)	those
beginning	dining	imaginary	principle (rule or	thought
believe	disappear	imagination	doctrine)	to (prep)
beneficial	disappoint	imagine	privilege	together
benefit	does	immediate	probably	too (in addition)
benefited	doesn't (does not)	immediately	professor	tragedy
benefiting	during	interest	prophecy (noun)	tried
business	embarrass	it's (it is)	prophecy (verb)	truly
certain	environment	its (possession)	punctuation	until
character	equipment	knife	quiet	vacation
chief	equipped	knives	receive	villain
coming	escape	laboratory	recommend	weather (climate)
commit	exaggerate	liquor	restaurant	where
committed	excellent	lonely	rhythm	whether (if)
committing	excite	lose	science	which (selection
complete	excited	losing	sense	from two or
conscious	excitement	marriage	separate	more)
convenience	exciting	marries	similar	witch (old hag)
convenient	exist	marry	sincerely	woman (singular)
creep	existence	meant	speech	women (plural)
crept	experience	necessary	stop	writer
criticism	familiar	necessity	stopped	writing
curious	fascinate	occasion	stopping	written
decide	finally	occasionally	strictly	your (indicating
decision	foreign	occur	studied	possession)
definite	foreigners	occurred	studies	you're (you are)

## Book Reviews

FORREST A. IRWIN, *Book Review Editor*

*Classrooms in the Factories: an Account of Educational Activities Conducted by American Industry* by HAROLD F. CLARK and HAROLD S. SLOAN. Rutherford, N.J.: Institute of Research, Fairleigh Dickinson University, 1958. 139 pages, \$3.75. Distributed by New York University Press, 32 Washington Place, New York 3, N.Y.

This book is a timely and significant report on the educational activities now being carried on by the leading corporations in American industry. The industries studied, while limited to 500 of the largest industrial corporations, "account for a substantial part of the industrial man power of the country." The authors state that "it is possible, perhaps probable, that the procedures and practices adopted by these larger corporations, the leaders of American industry, are followed fairly closely by American industry in general, at least to the extent that size and resources permit."

The study will probably be a revelation to educators as well as the general public, those less informed than the authors themselves about educational programs carried on by industry. It may be that the nature and extent of these programs were a surprise even to the authors. These educational undertakings are not fortuitous and sporadic. The programs have definite objectives, organized courses of study, classrooms, faculties, textbooks, systematic techniques for measuring achievement, and, generally, graduation exercises and diplomas. The classrooms are often equipped with the most modern facilities for effective instruction. The courses of study range in purpose and content from subjects having to do with particular products to even cultural matters.

This book, which is well conceived, splendidly organized, carefully documented, clearly written, and richly informative, can be of special use to high-school principals, counselors, and guidance directors in specific areas of articulation of high school and college education. The educational programs of corporations can offer real opportunities to high-school students who cannot as seniors see the solution of their economic problem of an adequate education.

A major problem in modern times, especially in a technological civilization, is the continuous

development, both in and beyond the formal education period, of the individual person's potentialities. How can these desirable potentialities be brought to their highest fruition? This book affords encouraging evidence of how business has become concerned with the intelligent treatment of and the responsibility for the human resources of our nation.

Although probably not written with the guidance value to secondary-school pupils in mind, this work can contribute much to certain areas of career planning, to school and college articulation in specific vocational fields, in the all-important matter of business and industry's responsibility for preservice and in-service support of educational opportunities and facilities, and to the appreciation of the changed status of industry as a real social institution.

The book seems to this reviewer a rich suggestion of how schools, colleges, and industries can continue and can improve their correlated and supplementary educational activities in producing more competent and adequate personnel for the exacting demands of modern productivity.

FORREST A. IRWIN

*Subject Index to Poetry for Children and Young People* compiled by VIOLET SELL, DOROTHY B. FRIZZELL SMITH, ARDIS SARFF O'HOYT, and MILDRED BAKKE. Chicago: American Library Assoc., 1957. 582 pages, \$9.00.

Well classified and comprehensive to a surprising degree is this index to poetry for the young. Compiled over a period of years by four authorities from Long Beach, California, the index is an answer to a definite need, facilitating the location of specific poems through a skillful classification of subject matter. Symbols, clearly interpreted at the beginning of the book, indicate both the grade and interest level of the book in which the poetry is found. Purchase recommendations and up-to-the-minute prices are also included.

The list of indexed books includes 157 worthwhile poetry collections. Subject headings are adapted to the needs and interests of young readers, though adults also find occasion to use the classification when there is need for research for the writing of professional papers, for the

study of a specific subject, or for the supplementing of a thought by metrical allusion. Dedicated to the classification of poetry for the young, the subject index shows real understanding for the tastes and interests of boys and girls, including such areas as *dreams* and *forests* and *parades*. Over 200 different subjects are listed under the *A* category alone, while under one specific subject—*Night*—some 215 references are cited.

Since poetry on an adolescent level is a seemingly neglected area, it is somewhat surprising to find that this cataloging of the metrical occupies some 582 pages, yet the volume itself is not formidable in size. Page numbers are indicated as a timesaving device, and variety of type is used effectively. Cross references, too, are wisely used, and clarity is obvious throughout.

Truly, then, as a guide to searchers of specific poetry for a definite age range, a very real and worth-while contribution is made by Sell, Smith, O'Hoyt, and Bakke in their *Subject Index to Poetry for Children and Young People*.

ANN ESS MORROW

**Legal Aspects of School Board Operation** by ROBERT R. HAMILTON and E. EDMUND REUTTER. New York: Bureau of Publications, Teachers College, Columbia University, 1958. 199 pages, \$4.95.

What legal requirements exist with regard to the custody and expenditure of funds raised through school activities? Do members of boards of education risk being held personally liable for their acts or omissions? May a public-school pupil be compelled to participate in the salute to the flag of the United States of America? May school buildings and facilities legally be used by religious and political groups? It is with answers (not necessarily conclusive) to questions of this sort that the authors are concerned. Although apparently written primarily for members of school boards, the book offers much of interest and value to the administrator, the teacher, the student of education, and the businessman who deals with school boards.

Hamilton and Reutter have made a substantial contribution toward the more effective operation of the public schools. The text is so organized and written that the reader acquires a general background of knowledge about the influence of law on the public schools, as well as much information about details which will help those who formulate policies and practices to anticipate, and thus to avoid, situations which might lead to severe criticism or litigation.

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*The authors.*

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by

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*Professor in charge of Educational Economics,  
Teachers College, Columbia University,*

and

**HAROLD S. SLOAN**

*Director of Research,  
Fairleigh Dickinson University,*

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tion. The authors do not attempt to write a handbook for amateur lawyers. Certainly, when problems of law arise, legal counsel should be retained. As stated in the introduction, "He who serves as his own lawyer has a fool for a client!"

The brief first chapter provides an excellent description of public education in the United States: It is pointed out that members of local boards are legally state officers; that boards of education have, in addition to powers expressly granted, those fairly implied in or necessarily incidental to the powers expressly granted; and that board members must act as a group if an action is to be legally binding. Functionally grouped into the remaining nine chapters are principles related to pupil personnel, curriculum, employed personnel, school property, school funds, contracts, board membership and board meetings, procedures, and liability of school districts and board members.

There is abundant documentation in the form of citations, mostly of judgments rendered by appellate courts. A popular pastime of some individuals prominent in business or higher education is the taking of pot shots at what they consider to be inefficiency of the public schools. It is interesting that courts do not commonly express the opinion that there should be a return to the philosophy and practices prevalent at the turn of the century, but rather that there is a marked trend by jurists to favor implementation of educational programs based on a broad philosophy and the recent findings of educational research.

JOHN H. HINDLE

*Growing Up* (2d ed.) by ROY O. BILLETT  
 and J. WENDELL YEO. Boston: D. C.  
 Heath and Co., 1958. 454 pages, \$4.00.

The obvious objective of this book is to guide the junior- and senior-high-school student to the best possible answers to the numerous questions that beset him as he traverses the corridor between childhood and adult life. The text is organized into fifteen units of work, each dealing with some phase of physical, emotional, so-

cial, or intellectual development. The emphasis is upon self-knowledge gained from active participation with other persons in activities in and out of the school, and through the use of numerous inventories, check lists, rating scales, and other usually subjective instruments that appear in every chapter. Consideration is given to ways in which this self-knowledge can assist in choosing goals, in maintaining and improving personal appearance, physical and emotional health, group status, and other attributes that characterize wholesome and responsible development.

The range of subjects dealt with is as broad as the spectrum of interests, anxieties, and aspirations any adult can recall as typical of his own adolescent years with the addition of a few more that the intervening years have created. In the final three units the students consider the privilege and price of American citizenship, the American standard of living, and the development of a personal code to live by. By the time he has struggled with the latter task for a while, he may want to linger a little longer on the threshold before marching into adulthood.

One can find no fault with the objectives of this text or with its physically attractive format, but some reservations do occur to the reviewer concerning the likelihood of achieving these objectives under the plan of the book.

The title *Growing Up* does not seem to be one that accurately describes the process as perceived by the teen-agers who will be using the text. Complementing this is what must surely be an unintentional but ever present tendency to talk down to the student and to confront him with highly structured situations as typical behavior but which must appear artificial and self-conscious to him. Any interest generated in the subject seems likely to run the risk of being dissipated when faced with the endless demands for self-appraisal that punctuate the chapters. Contemplating one's own behavior is a worthy exercise, but can be overindulged.

Some of the material, notably that relating to physical development, could very well be dealt with adequately in science courses, while other information is probably developed competently in the usual social studies courses. In schools where this is true, many parts of this book would be superfluous; in those where this is not true the treatment in this book would be inadequate. Much virtue accrues to the book for its treatment of such areas as interpersonal relations, vocational guidance, and educational planning.

PAUL C. REGAN

*From Colony to World Power: a History of the United States* (new ed.) by WILLIAM ALBERT HAMM. Boston: D. C. Heath and Co., 1957. 896 pages plus maps and drawings, \$4.80.

Out of his long experience as a history teacher, William A. Hamm, coauthor of *The American Story*, now presents a revised edition of his popular high-school textbook. Striking a balance between political history and social, economic, and philosophical factors, this book achieves that emphasis so universally desired in present-day social studies teaching.

*From Colony to World Power* is enlivened by a dozen maps, graphs, and drawings in color. The drawings—by David and Lolita Granahan—are unusually attractive. A Teacher's Manual and Activities Notebook accompany the text and may be secured by those interested in such aids.

Today—more than ever before—high-school history courses need to offer social and cultural records, as well as the straight political story, of the transplanting of European institutions on American soil and the subsequent modification of this Old World heritage into what is commonly called the "American way of life." *From Colony to World Power* does just this and, in addition, offers a well-ordered survey of national and international events up to the present, providing an excellent background for understanding contemporary affairs. Domestic problems and issues are related in perspective to their international counterpoints and Dr. Hamm's handling of foreign policy is especially objective.

KENNETH V. LOTTICK

*Living Your English*, Grades 9, 10, 11, 12 (a four-book textbook-workbook series) by ROBERT G. COLTON, GRACE M. DAVIS, and EVELYN A. HANSHAW. Boston: D. C. Heath and Co., 1958. Grades 9, 10, 11, 200 pages each; grade 12, 198 pages. Diagnostic tests included with each. \$1.40 per book, paperbound.

Of the making of textbooks and workbooks for English seemingly there is no end. However, there are always a place and a market for more, especially for those which make the teaching and the learning of language essentials meaningful to students. This textbook-workbook series for grades 9, 10, 11, and 12 purposes to help students "(1) who have had some difficulty understanding English fundamentals; or (2) who have been conditioned to dislike English fundamentals; or (3) who by the use of certain teaching procedures and subject matter can

gain mastery of all the grammar and usage they will need for communication with others" (page iii in foreword to the teacher). These three classes would include most students.

In each text are lessons on such topics as capitalization, punctuation, spelling, parts of speech, sentence construction, parliamentary procedure, critical reading, word study, and the use of the library. Attention is also given to mass media, such as newspapers, magazines, motion pictures, radio, and television. These lessons, which are developmental and which may be corrected by students, lend themselves to the laboratory approach as well as to the usual recitation approach. Each lesson provides practices following a sequence which the authors designate: "first chance," "second chance," "another chance," "warm up," and "last chance." Within limits, as any classroom teacher would realize, each pupil may proceed from lesson to lesson at an optimum pace.

At each level, fundamentals of reading, writing, grammar, and usage are retaught, reviewed, and relearned. Thus the authors provide for an age-old learning principle, "repetitio mater studiorum est." Other features of these English textbook-workbooks are: (1) carefully worked out examples which clarify explanations; (2) numerous and varied exercises which provide practice and which make skills take hold; (3) periodic reviews which maintain learning levels; (4) diagnostic tests which make it possible for the student to diagnose his strengths and weaknesses; and (5) achievement tests which inform him of his progress.

The *Living Your English* textbook-workbooks are enlivened by cartoons, which are the work of Vincent Varvaro, Winnifred Farnum, and Joan Harris Daland.

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## Who's Who Among Our Reviewers

*Dr. Furness*, who is professor of English and foreign language education at the University of Wyoming, is coauthor of *Diagnostic and Instructional Procedures in the Language Arts*, a book published by the Curriculum and Research Center at the University of Wyoming.

*Dr. Hindle* is associate professor and assistant to the dean, School of Business Administration, Fairleigh Dickinson University, Teaneck, New Jersey.

*Dr. Irwin* is dean of the School of Education at Fairleigh Dickinson University.

*Prof. Lottick* is a member of the faculty of the School of Education at Montana State University, Missoula, Montana.

*Mrs. Morrow*, whose by-line appears frequently in the pages of *The Clearing House* and other educational journals, is a teacher of English in the senior high school in Pontiac, Michigan.

*Dr. Regan* is associate professor of education at Jersey City State Teachers College, Jersey City, New Jersey.

## Books Received

*The Art of Dating* by EVELYN MILLIS DUVAL and JOY DUVAL JOHNSON. New York 7: Association Press, 1958. 254 pages, \$2.50.

*Be a Better Reader*, Books 1, 2, 3, by NILA BANTON SMITH. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958. 129 pages each, \$1.32 each.

*Biology for You* (4th ed.) by B. B. VANCE and D. F. MILLER. Chicago: J. B. Lippincott Co., 1958. 654 pages, \$4.80.

*Chemical Calculations* (3d ed.) by BERNARD JAFFE. Yonkers, N.Y.: World Book Co., 1958. 180 pages, \$2.20.

*Democracy Versus Communism* by KENNETH COLEGROVE. Princeton, N.J.: D. Van Nostrand Co., Inc., 1957. 424 pages, \$4.95.

*Directory for Exceptional Children* (3d ed.). Boston 8: Porter Sargent Publisher, 1958. 320 pages, \$6.00.

*Dynamic Psychopathology* by THOMAS F. GRAHAM. Boston 20: Christopher Publishing House, 1957. 251 pages, \$5.00.

*Guidebook for Elementary Student Teachers* by ISABEL MILLER, GEORGE E. DICKSON, and LOREN R. TOMLINSON. New York 1: Appleton-Century-Crofts, Inc., 1958. 183 pages, \$2.25 (paperbound).

*High Points in the History of Italian Literature* by DOMENICO VITTORINI. New York 3: David McKay Co., Inc., 1958. 307 pages, \$4.75.

*Introduction to College* by CALVIN J. DAANE, PETER J. VANDER LINDEN, BEN E. DAVID, MAY A. BRUNSON, and PAUL K. VONK. Boston 8: Allyn and Bacon, Inc., 1958. 168 pages, \$2.95.

*Sheep Production* by RONALD V. DIGGINS and CLARENCE E. BUNDY. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958. 369 pages, \$4.90.

*Successful Reading* by LAWRENCE H. FEIGENBAUM. New York 10: Globe Book Co., 1958. 210 pages, \$2.40.

*Sustained Timed Writings* (Typewriting Speed Tests) by ROBERT L. GRUBBS and JAMES L. WHITE. New York 36: Gregg Publishing Division, McGraw-Hill Book Co., Inc., 1958. 88 pages, \$1.56.

*Teen-Age Tales*, Book 6, by RUTH STRANG and AMELIA MELNIK. Boston 16: D. C. Heath and Co., 1958. 248 pages, \$2.56.

*A Treasury of Christmas Plays* edited by SYLVIA E. KAMERMAN. Boston 16: Plays, Inc., 1958. 509 pages, \$5.00.

FROM JOHN F. RIDER PUBLISHER, INC., 116 West 14th St., New York 11, N.Y.:

*Basic Electricity*, Volumes 1-5, by VAN VALKENBURGH, NOOGER and NEVILLE, INC., 1954. \$2.25 each volume, \$10.00 a set (soft covers).

*Basic Electronics*, Volumes 1-5, by VAN VALKENBURGH, NOOGER and NEVILLE, INC., 1955. \$2.25 each volume, \$10.00 a set (soft covers).

"Basic Science Series" by ALEXANDER EFRON: *Heat*, 1957, 105 pages, \$1.50. *Mechanics*, 1958, 112 pages, \$1.50. *Sound*, 1957, 72 pages, \$1.25. *Nuclear Energy*, 1958, 63 pages, \$1.25 (soft covers).

"Electronic Technology Series" by ALEXANDER SCHURE, 1958: *D-C Circuit Analysis*, 72 pages, \$1.35. *Vacuum Tube Rectifiers*, 69 pages, \$1.50. *Impedance Matching*, 119 pages, \$2.90 (soft covers).

*Industrial Control Circuits*, by SIDNEY PLATT, 1958. 194 pages, \$3.90 (soft covers).

*Physics and Mathematics in Electrical Communication*, by JAMES OWEN PERRINE, 1958. 261 pages, \$7.50.

## The Paperbound Review

*The Dark Ages* by W. P. KER. New York 22: New American Library of World Literature, Inc., 1958. 236 pages, 50 cents.

"He sees steadily, and sees whole, and his vision has uniquely illuminated the literature of *The Dark Ages*," says Anne Fremantle in her foreword to this book. The author presents the development of literature in Europe from the Latin writers and the early Teutons up through

the first written manifestations in Ireland and Wales and the evolution of the Romance languages and formation of the French epic.

*Eight Great Comedies* edited by SYLVAN BARNET, MORTON BERMAN, and WILLIAM BURTO. New York 22: New American Library of World Literature, Inc., 1958. 472 pages, 50 cents.

This excellent anthology presents the complete texts of eight of the world's greatest comedies, classic plays by major dramatists from Aristophanes to Shaw. Each play represents an important style or tradition of comedy as well as a different aspect of the comic view. Accompanied by explanatory essays and notes, the following comic masterpieces are presented: *The Clouds*, *Mandragola*, *Twelfth Night*, *The Miser*, *The Beggar's Opera*, *The Importance of Being Earnest*, *Uncle Vanya*, and *Arms and the Man*.

*A History of the United States* by WILLIAM MILLER. New York 16: Dell Publishing Co., Inc., 1958. 512 pages, 75 cents.

This volume is written with the lucid, readable style of a work for the layman, but with keen insights stemming from the author's thorough and original scholarship. The major social, economic and intellectual trends which are discussed in this text produce a history that is authoritative and timely. For those who want to learn more about the United States from its European beginnings to its present major role in the age of space, this book will fill the bill.

*Human Types: an Introduction to Social Anthropology* (rev. ed.) by RAYMOND FIRTH. New York 22: New American Library of World Literature, Inc., 1958. 176 pages, 50 cents.

In this introduction to social anthropology, the author discusses the geographical and historical factors that determine the development of racial groups, shows how culture is an outgrowth of natural environment, and describes how various societies have solved the economic, technological, social, and sexual problems that confront them.

*Satellites, Rockets and Outer Space* by WILLY LEY. New York 22: New American Library of World Literature, Inc., 1958. 128 pages, 35 cents.

In this new volume, Mr. Ley discusses every aspect of space travel, rockets, missiles, and artificial satellites, including the contributions of Laika and Explorer. A section of the book is also devoted to flying saucers.

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Illustrated printed material also available.

*The Shape of Tomorrow* by GEORGE SOULE. New York 22: New American Library of World Literature, Inc., 1958. 144 pages, 35 cents.

"It's a serious work, not akin to science fiction, nor concerned with such speculative subjects as rockets to the moon," says the author of his book. Future innovations are presented, such as the development of the automatic factory, synthetics for every conceivable use, nuclear energy for daily living, and solar energy for homes and factories.

*A Short History of India and Pakistan* by T. WALTER WALLBANK. New York 22: New American Library of World Literature, Inc., 1958. 320 pages, 50 cents.

The historical past of India, the rise and triumph of its nationalism, and the most important trends in modern India and Pakistan are presented in this volume. Representing a complete revision of *India in the New Era*, published by Scott, Foresman and Company, this book has been designed to provide an adequate background of information for the general reader who wishes to know and understand the political as well as cultural history of India and Pakistan.

*The World in Space* by ALEXANDER MARSHACK. New York 16: Dell Publishing Co., 1958. 192 pages, 35 cents.

An authoritative account of the International Geophysical Year, the intensive scientific co-operation it evoked among the nations of the world, and what the results of this co-operative research can mean in pushing forward the borders of man's knowledge. In nontechnical language explanations are offered of the earth satellite experiments, the world's "sinking" continents, ice and the mystery of the ice age, and many other topics. Sixteen pages of photographs and drawings are included.



*Lincoln and the Civil War* edited by COURT-  
LANDT CANBY. New York 16: Dell Publishing  
Co., Inc., 1958. 416 pages, 50 cents.

The life, thoughts, and experiences of Abraham Lincoln are presented in this easy-to-read, yet well-documented, book. Concerned primarily with the Civil War period, this volume is a compilation of writings by Lincoln himself, by his friends as well as enemies, and by the greatest military, social, and political historians of the Civil War.

### Pamphlets Received

*Canada—a Resource Unit* by DONALD MURPHY and FRANCES SHUCK. Ellensburg, Wash.: Resource Materials (P. O. Box 174), 1957. 112 pages, \$2.50.

*The Girl and the College* by MADEMOISELLE'S COLLEGE AND CAREER DEPARTMENT. New York 22: Alumnae Advisory Center (541 Madison Ave.), 1958. 12 pages, 50 cents.

*Guideposts for the Education of the Gifted: for School Administrators, Gifted Students, Their Parents and Teachers*, by RUTH STRANG. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th St.). Four 4-page folders, 60 cents per set.

*Identifying and Educating Our Gifted Children* by GEORGE E. HILL, RITA J. LAUFF, and JOHN E. YOUNG. Athens, Ohio: Center for Educational Service, College of Education, Ohio University, 1957. 43 pages, \$1.00.

*The Labor Movement in the United States* (Public Affairs Pamphlet No. 262) by JACK BARBASH. New York 16: Public Affairs Pamphlets (22 East 38th St.), 1958. 28 pages, 25 cents.

*Visual-Relief Desk Maps* (Africa, Asia, Australia, Europe, North America and South America) by DENOYER-GEPPERT CO. Chicago 40: Denoyer-Geppert Co. (5235 Ravenswood Ave.), 1957. Size 17" x 11". 15 cents each.

PAMPHLETS RECEIVED FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK (Publications Sales Office, 110 Livingston St., Brooklyn 1):

*Guide to Curriculum Improvement in Grades 7-8-9*, Curriculum Bulletin No. 10, 1955-56 series. 114 pages, 50 cents.

*Instructing Visually Limited Boys and Girls*, Curriculum Bulletin No. 6, 1956-57 series. 57 pages, 50 cents.

*Reading and Literature in the Language Arts: Grades 1-6*, Curriculum Bulletin No. 7, 1956-57 series, 90 pages, 50 cents.

PAMPHLETS RECEIVED FROM THE UNITED STATES GOVERNMENT PRINTING OFFICE, Washington 25, D.C.:

*The Beginning Teacher: a Survey of New Teachers in the Public Schools 1956-57* by WARD S. MASON. Circular No. 510, United States Office of Education, 1958. 56 pages, 40 cents.

*Research Relating to Children*. Clearinghouse for Research in Child Life, Bulletin No. 6, United States Children's Bureau, 1957. 142 pages, \$1.00.

*Research Relating to Children*. Clearinghouse for Research in Child Life, Bulletin No. 7, United States Children's Bureau, 1958. 147 pages, \$1.00.

*Speech Correctionists: the Competencies They Need for the Work They Do* by ROMAIN P. MACKIE et al. Bulletin 1957, No. 19, United States Office of Education, 1957. 77 pages, 45 cents.

*Teachers of Children Who Are Socially and Emotionally Maladjusted* by ROMAIN P. MACKIE et al. Bulletin 1957, No. 11, United States Office of Education, 1957. 92 pages, 45 cents.

VOCATIONAL AND PROFESSIONAL MONOGRAPHS RECEIVED FROM THE BELLMAN PUBLISHING CO., Cambridge 38, Mass.:

*Agriculture, No. 11*, by E. V. WALTON and JARRELL D. GRAY, 1958. 32 pages, \$1.00.

*The Aircraft Industry, No. 94*, by HENRY T. SIMMONS, 1958. 32 pages, \$1.00.

*The Coal Industry, No. 89*, by M. EDMUND SPEARE, 1957. 32 pages, \$1.00.

*The Dairy Industry, No. 83*, by H. F. JUDKINS, 1955. 18 pages, \$1.00.

*The Iron and Steel Industry, No. 26*, by TOM CAMPBELL, 1957. 40 pages, \$1.00.

*Nursing, No. 41*, by CECILIA L. SCHULZ, 1958. 24 pages, \$1.00.

*The Poultry Industry, No. 95*, by A. WILLIAM JASPER, 1958. 36 pages, \$1.00.

*The Salt Industry, No. V-91*, by WENDELL G. WILCOX, 1958. 31 pages, \$1.00.

*Teaching, No. 12*, by WILLIAM H. BURTON, 1957. 40 pages, \$1.00.

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# ➤ The Humanities Today ➤

Associate Editor: HENRY B. MALONEY

## TV & NEWER MEDIA

### TV Courses for Credit

The University of Detroit, one of the pioneers in educational television, is initiating a program which seems to have the cameras pointed in the right direction. Two new courses will allow above-average high-school seniors who are within range of UHF Channel 56 to gain college credit in English and mathematics while still in high school.

Under the University of Detroit plan, fourth-year high-school students who have maintained a B average in all studies can pick up a full year's credit in freshman rhetoric and calculus. Admission to the English course also requires a recommendation by the principal or counselor. The math students must pass an entrance examination. As the courses are set up at present, the former involves three televised half-hour lectures and a one-hour on-campus period each week and offers three hours' credit; the latter has an additional lecture and provides four credit hours.

Assistant Professor of English Eugene Grewe, a veteran "on camera" teacher and chairman of freshman English courses at the University of Detroit, states that an identical syllabus will be used for the TV and classroom courses at the university. This means that students will write 7,000 to 7,500 words each semester. Included in this total for Rhetoric 2 is a research paper.

Although a certain amount of wit and "chumminess" must be sacrificed by the TV teacher, who is unable to play on his audience and see how they are reacting, Professor Grewe believes that a solid rapport can be established between teacher and student. Last year the students in his televised freshman English class ranged in age from eighteen to sixty-five, and yet, despite the obvious disparity of backgrounds, many were impressed by the feeling of direct contact they had with the teacher.

Professor Grewe believes also that freshman rhetoric is a vital part of the college program. "Students must cope with more complex ideas in college. To express themselves adequately concerning these ideas, they must have refinements in usage and style which they really haven't felt a need for before. In fact, even


the good students, those who come to us with A's in high-school English, learn a lot at this level."

The University of Detroit plan, which will permit superior students to telescope their years of formal education or, if they prefer, to take more courses than they ordinarily would be able to, looks like a sound educational idea. Unlike some efforts at "enrichment," it provides definite credit for the courses offered.

With the body of knowledge available to mankind increasing by leaps and explosions, four years of college appear less and less adequate. A program which would allow some of the college first year to be taken concurrently with the senior year in high school (thus permitting master's students and Ph.D. qualifiers to finish at an earlier age) bears looking into. It is a significant attempt to make education meet the fast pace of the age without lessening its quality.  
H.B.M.

*Midnight College.* A similar experiment in educational television was conducted during the past summer in the New York-New Jersey-Connecticut metropolitan area when Fairleigh Dickinson University and WNTA-TV Channel 13 offered "Mathematics at Midnight" for eight weeks every Tuesday and Thursday evening from midnight to 1:15 A.M. As with its counterpart in Detroit, "Mathematics at Midnight" offered students seeking academic college credits for the course the opportunity to meet their television instructor, Prof. Clair W. Black, one evening a week on the Fairleigh Dickinson campus in Teaneck, New Jersey, for three and a half hours.

The Fairleigh Dickinson course carried four credits. Students taking it for credit were required to be high-school graduates and to have had intermediate algebra and trigonometry.



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In the television course they covered college algebra, plane trigonometry, and related subjects, and thus prepared themselves for calculus and for meeting the mathematics requirements for admission to college programs in science and engineering.

To other groups in the community as well the course proved challenging and stimulating, especially to engineers and technicians seeking to upgrade themselves on their jobs and to adults desiring a refresher course in math.

### *Planned Obsolescence and TV*

Long before Vance Packard spilled the beans all over Madison Avenue, planned obsolescence was peeking out from behind the shifting grills of the nation's automobiles. Carmakers were convincing consumers that their 1950 product couldn't possibly be as good as the '51, which had vertical strips of chrome on the fenders. Possibly other manufacturers antedated the automotive industry in the matter of planned obsolescence, but none produced an annual product with more self-conscious fanfare and boyish enthusiasm for its own cleverness in marketing a "new" model each year.

Others have eyed the prerecession success of the auto manufacturers and geared their own advertising to a snobbish disapproval of earlier models. Thus the square-cornered appliance, shoved into limbo when streamlining became the vogue many years ago, is back with a fancy label, and its job is to make the round-cornered items appear old fashioned. No one with an appreciation for beauty can argue that the chemise's obsolescence isn't built in. Couturiers will bow it and tuck it out of existence until the basic sack becomes as passé as Mother Hubbard. Record collections are in the process of getting the "treatment" as stereo begins to make monaural systems seem obsolescent.

Since modern American man is probably exposed to more advertising blurbs than he is sunlight during an average day, the continuous dunning of the obsolescence theme may be having deleterious effects on our culture. Tin Pan Alley has become a brother under the pavement of Madison Avenue in its marketing of rock-'n'-roll numbers with built-in obsequies. Frequently these records are so feeble minded or esoteric that only idiots and cultists can comprehend them, but people buy them out of curiosity. However, familiarity inevitably gives birth to obsolescence with "r and r" records, for once the wails become decipherable they lose their novel appeal. The consumer's attitude

goes from not being able to understand them to not being able to stand them.

Even an armchair psychologist can see that the psychology behind planned obsolescence advertising is based on people's tendency to tire of things. Most adults, however, come equipped with a tolerance span which enables them to enjoy or endure things for a longer time than children can before boredom sets in. Planned obsolescence endeavors to reduce the length of this tolerance span and revert the consumer to the puerile, brief attention span which characterized him as a child.

No statistics can reflect the temper of the human animal accurately enough to correlate the incidence of planned obsolescence with some of the tendencies of present-day society. The high divorce rate, the inclination of some teen-age teen-agers and adult teen-agers (e.g., Jack Kerouac, Jerry Lee Lewis) to hop from "kick" to "kick," and the incredibly high mortality rate of television programs, all seem to be related to planned obsolescence. Which came first and which event was a causal factor would be almost impossible to determine.

This department is concerned mainly with the problem as it affects the television picture (with no implication that TV takes precedence over the sociological phenomena mentioned in the previous paragraph). While some advertisers are planting the planned obsolescence germ and hoping that it will gnaw away at the adult tolerance span, others are emulating each other's programs to a point where the similarity of TV shows places an additional stress on this faculty. Any viewer who can watch a week's supply of TV westerns without having an "I've-heard-this-shot-before" malaise settle over him along about Thursday is ready for Boot Hill. And if the "new" Milton Berle is radically different from the old "Uncle Miltie," I'll eat my Joe Miller joke book page by page.

The tendency of TV advertisers to lean toward the tried and true (a cliché is appropriate, I think) would be alarming at any time. It shows a lack of creativity in a medium which has limitless possibilities. But the aping of successful shows during an era when planned obsolescence is encouraging the viewer consumer to take the short view is unforgivable—the picaresque western hero; the informal, friendly singer; and the lip-biting quiz show contestant all become instruments of network self-destruction.

As a delineator of taste, the teacher has a role more than that of a spectator as television eats away at its own vitals. He can combat the

obsolescence juggernaut first by alerting his students to the problem and, secondly, by directing them to a variety of worth-while programs. There are, fortunately, a few dedicated people in television and advertising who deplore the present state of their industries. If advertisers will support them, shows such as *Anything Goes* (Ethel Merman), *Don Quixote* (Bolger and Rooney), *Kiss Me Kate*, *Lost Horizons*, *Green Pastures*, *Harvey*, and *Little Women* will be presented this season. Granted, this is a skimpy diet in terms of television's total menu, but as study material it compares favorably with the semester's supply in a good many textbooks.

By relating television, movies, and current literature to that part of our classical heritage which can still stand the test of time (much of it died during the past twenty years), teachers can better bring the verbal arts into focus. Quality is a lasting characteristic whether it be in the popular arts or in a tangible product. If teachers can show students an appreciation for quality, they will be accomplishing a great deal in providing the consumer with an answer to planned obsolescence and making the television set a communicator instead of a drone.

H.B.M.

## SCREENINGS

THE EDUCATIONAL CONSULTANTS ON ENTERTAINMENT FILMS ARE CO-OPERATING WITH *The Clearing House* IN DEVELOPING STUDY GUIDES OF SELECTED MOTION PICTURES FOR PRESENTATION IN THIS DEPARTMENT.

### Henry V

Sir Laurence Olivier's Technicolor film production of *Henry V* has been reissued in wide-screen SuperScope, which brings heightened dramatic impact to the pageantry of Shakespeare's stirring play.

In his film version Olivier not only revives a rousing historical drama but also dramatizes a presentation of it as it might have been seen at the Globe Theatre (c. 1599). Backstage the actors get ready for their roles, among them boys making up as women, for no actresses appeared on the English stage until the Restoration. In the unroofed pit of the theater the groundlings mill about. Haughty nobles find seats in the covered galleries or on the stage itself.

There is a striking transition from the Elizabethan stage to the "vast fields of France,"

where most of the action is set. At the end of Act II the chorus says

... Suppose that you have seen

The well-appointed king at Hampton pier

Embark his royalty. . . .

As the lines are heard, the stage of the Globe dissolves and the English fleet crossing the Channel comes into view. From this point on, the drama is presented in terms of the modern screen, which provides the images Shakespeare sought to stimulate—"eke out our performance with your mind." The wonderful pictures of medieval life range from the exquisite scenes at the French court to the mighty battle at Agincourt. Particularly memorable are the contrasts in the two opposing camps on the eve of battle, and Henry's wooing of Katharine.

Sir William Walton's score is an inseparable factor in the film's dramatic success. He has not confined himself to the musical style or instruments of the period, but expresses dramatic atmosphere in his own terms, using Elizabethan idioms as they seem called for.

Scholarly research and creative imagination have resulted in a wealth of fascinating detail. Each aspect of the beautifully integrated film has had masterly attention—costume, color, staging, casting, and the matchless reading of Shakespeare's great lines.

### QUESTIONS FOR DISCUSSION

1. How did the people know a play was being performed?
2. How did the seating arrangement differ from ours?
3. Why were the actors' costumes of Shakespeare's time so lavish while the scenery was bare?
4. Why did boys enact female roles?
5. How do we know Shakespeare's clowns were well known to the audience?  
From what other plays by Shakespeare would they have met Falstaff?
6. Why did the English beat the French at Agincourt?  
What kind of warfare was employed at the time?
7. Why did performances have to take place in the afternoon?
8. Why did the actors go on playing despite the rain?
9. Why would the play *Henry V* be popular with the Shakespeare audience?
10. What kind of humor did the audience appreciate?  
Why was the scene with the clergy played "broad"?

## TRANSCRIPTIONS

*Cervantes' Don Quixote*: Selected readings from his own translation, by Walter Starkie (a Mentor record based upon a Mentor book).

Walter Starkie has contrived this series of selected readings from his Mentor abridgment of *Don Quixote* to emphasize the appealing vigor of the mossy grandsire of the modern novel. This record will prove a valuable supplement to a class reading of the novel for those teachers who maintain a stalwart enthusiasm for working with prototypes.

Alone, Mr. Starkie's readings are inadequate as a substitute for the complete experience of *Don Quixote*. There is an obvious stress upon the lyric and comic qualities of the book in his selections. Only in the hilarious scene, where Pancho and Teresa quarrel over the advantages and disadvantages of marrying off their daughter Maria to some grand gentleman after Pancho has received the governorship promised him by the lost-eyed Don, are we offered faint overtones of Cervantes' social comment. The last scene, in which Pancho urgently pleads with his sobered master to arise from his death-bed and embark with him upon one last adventure, rampantly declaims that Pancho and the mad knight have exchanged roles and deftly suggests the major irony of the book. The famous joust with the windmills, Quixote's wistful improvisation upon the Golden Age to the goatherds, Sancho's unfortunate blanket-tossed episode at the inn, and Don Quixote's final defeat by the Knight of the White Moon complete Mr. Starkie's choice of vignettes for a hop-skip-and-jump tour through Cervantes' wonderland.

Walter Starkie, an authority on Spanish history and culture, lecturer, scholar, and for over twenty years a professor at Dublin University, also has a pleasing reading voice and a nimble sense of drama. A distinct Irish tang, however, is ever present in his speech, and when he reads Pancho and Teresa's dialogue, his voice slides up an octave, and the result is a remarkable resemblance to the late James Stephens' reading of "The County Mayo." The tone is delightful and unaffected enough to convince imaginative listeners that the conversation has been transplanted from Pancho's village home to a cottage at the edge of a bog. And in spite of the "whisht" and "sure 'tis," the exquisite Don and his friends are welcome as the flowers in May to dear old Donegal.

FREDERICK S. KILEY  
Trenton State Teachers College

Dylan Thomas reading "A Visit to America" and Poems, Volume 4 (Caedmon TC 1061).

The assertion that Dylan Thomas, in a few brief years, revitalized the oral interpretation of poetry is by now a commonplace. Yet it is difficult to recall a single poetry recording, whether by the poet himself or a professional reader, which does not seem pretentious or pallid by comparison to Thomas. For those who have not heard him, this recording will be a bright, new experience in listening to poetry.

The title piece of this selection is a short lecture which Thomas often used as a warmup to engage an audience, a clever commentary on the European lecturers who debark by the shipload in New York to go forth to businessmen's luncheons and women's clubs. Yet beneath the humor runs a deeply satiric, even pitiless analysis of distorted values, human pretentiousness, and wasted talents. The last category in Thomas' exhaustive list of public paraders and panderers are those poets who left their desks for the platform, "myself," he ends in withering self-contempt, "among them, booming with the worst."

Among the poems here (none of Thomas' own are included) are De la Mare's "The Bards"; Auden's "Master and Bos'n Song" and "As I Walked Out One Evening"; a sparkling parody of T. S. Eliot by Henry Reid (listen to Thomas read it after having recently heard Eliot himself); a fine lyric also by Reid (who may be new to many listeners); and three poems by Hardy.

*Palgrave's Golden Treasury*: A selection read by Claire Bloom, Eric Portman, and John Neville (Caedmon TC 2011).

These two twelve-inch records, if we keep in mind the few strange omissions in Palgrave's selections from the lyric tradition (Blake, for instance), virtually constitute a course in English lyric poetry up to the middle of the nineteenth century. There are fifty-four poems in all, ranging from Shakespeare to Arnold, from Marlowe to Keats, from Milton to Burns. A number of minor poets are also represented: Wyatt, Waller, Lovelace, and a few others.

If one feels little of the excitement of the Thomas recording reviewed above, the readings here are at least competent—at times more than that, particularly in the poems read by Miss Bloom. Since these selections are the standard anthology pieces, they are certain to provide useful interpretations for the traditional English literature course.

FRANK HODGINS  
University of Illinois



## PRINTED PERSPECTIVES

### *The School Crisis*

*The Revolution in Education* by MORTIMER ADLER and MILTON S. MAYER. Chicago: University of Chicago Press, 1958. 224 pages, \$3.75.

*A Fourth of a Nation* by PAUL WOODRING. New York: McGraw-Hill Book Co., Inc., 1957. 255 pages, \$4.50.

*Schools without Scholars* by JOHN KEATS. Boston: Houghton Mifflin Co., 1958. 202 pages, \$3.00.

The great debate over American education rages, and, unhappily, raging confuses rather than clarifies issues. Two calm and coolly reasoned books are heartening current exceptions; a third, although arrogant and sometimes irrelevant, has enough truth in it to warrant the attention of the self-critical teacher.

Adler, the famous philosopher, and Mayer, an author and lecturer, frankly admit that their book is "not trying to find the right answers; it is trying to find the right questions." In short, what changes are needed to meet the unique educational situation of a democratic, scientific, and industrial society like America in the past century? They urge all who want to talk about education to distinguish between "principle, policy, and practice," and to keep in mind important differences in principle between aristocrat and democrat, realist and idealist, and traditionalist and modernist. A book guaranteed to minimize partisan polemics.

Woodring, a former teachers college professor of education and now consultant to the Fund for the Advancement of Education, forever belies the canard (implicitly assumed by Keats) that educators *have* to be fuzzy and dogmatic. His book quickly disposes of such false issues by showing how, just as some progressivists have been too doctrinaire, so have some liberal arts proponents been illiberal and irresponsible about the needs of teacher education. No "good old days" man either, Woodring presents a cogent plan for an ungraded primary school focused on skills, a triple-track high school, a nonprofessional college education, a sensible fifth-year internship at two-thirds pay in lieu of practice teaching.

Keats unquestionably hits sticky, deserving targets when he spoofs the worst excesses in vocationalism, life adjustment, and the inflated piffle of much education. And there is a great deal of common sense in his counsel, in this age of rampant curricular inflation and just as rapid empire building, to keep the schools con-

centrating on a few things (chiefly intellectual or humanistic) and to forego what other social agencies can do better. He is also convincing in insisting that a school isn't public until its community determines curricular goals and keeps a committee eye trained on school compliance with those values. But Keats speaks too much of very literate communities not at all representative of American education (the new suburbs of Maryland and Virginia or the wealthy exurbs of Connecticut) for his book to have too much relevance for urban school systems. Moreover, when he does discuss the typical community which falls for American sports and anti-intellectualism, he arrogantly dismisses its inhabitants to the limbo till then reserved for chuckleheaded (i.e., all) educationists. Thus Keats ends social analysis where any penetrating critic would begin it. More evidence of the essentially descriptive and superficial picture he gives is the virtual absence of analysis of how the mass media complicate the teacher's role today. Nor does he seem to know that the humanities are a changing body of insight in his compulsive reiteration of the loss of Arthurian legend in the curriculum shuffle. Finally, the questionable logic of his polarities (Miss Alpha and Pragmatic Tech v. Miss Omega and Mental Prep) and his naïve assumption of genius in liberal arts professors and mental incompetence in educationists seriously damage the fabric of his arguments. Still his descriptions of sentimentality and fuzziness in teacher colleges and their products deserve our attention. Keats would profit just as much by observing Woodring's urbanity and wisdom, two qualities one would have guessed were the true hallmarks of a liberal education.

PATRICK D. HAZARD  
University of Pennsylvania

### *Morality and the Media*

*Responsibility in Mass Communication* by WILBUR L. SCHRAMM. New York: Harper and Brothers, 1957. 391 pages, \$4.50.

*Christ and Celebrity Gods: the Church in Mass Culture* by MALCOLM BOYD. Greenwich, Conn.: Seabury Press, 1958. 145 pages, \$3.50.

Since the Legion of Decency is so vocal, and the stereotype of the sanctimonious man in black so common in the mass media, it is easy for the critic of those institutions to form his own stereotype of religion and its influence on popular culture. This may be one of two images: the wrathful ascetic who simply sees the media as amplifiers for his sermons, or the sleek po-



maded Pollyanna of the cloth who would popularize religion.

Two recent books happily upset these images of either obtuse or oily irresponsibility. In *Christ and Celebrity Gods*, the Rev. Malcolm Boyd, former ad man and press agent, now an Episcopal minister, indicts the ignoring of theology in his former profession and the ignorance of the media in his new one. And Wilbur Schramm, of the department of communication and journalism at Stanford University, in a study sponsored by the National Council of the Churches of Christ, outlines *Responsibility in Mass Communication* in his contribution to that organization's series on the ethics and economics of society.

Dr. Schramm begins with the traditional survey of the history and structure of mass communications, dividing the philosophy of the subject into four schools: authoritarian (which Milton fought against), Soviet Communist, libertarian (for which Zenger struggled), and the emergent social responsibility theory. Each of these arose from particular historical circumstances, and each bespeaks a different philosophy of human nature. Dr. Schramm describes the implications of each theory.

The authoritarian varieties are incompatible with, and impractical for, American culture. The libertarian theory of communications—and government—has been the traditional ideal of American society. In practice, however, the free competition of ideas in the market place has shown itself neither free nor competitive since the supermarket of the twentieth century bears little resemblance to the country store of the nineteenth.

A major part of the book examines the ethics of mass communications. Dr. Schramm states the major problems: the meaning of freedom, the right to know v. the right to privacy, the responsibility to truth and fairness. He considers the traditional bogey of government control of communications but points out the more insidious danger of control from other sources—from the unconscious class bias of the publisher who lunches weekly with the head of the local power company, the appeal for favorable notices disguised as elaborate press parties that hail the arrival of the new model cars each fall, the lazy or helpless or indiscriminating use of public relations releases. Actual cases of decision making that have troubled the consciences of newspaper people give Dr. Schramm's text a real bite.

In a chapter on the popular arts he also probes the ethical implications of the other media. Although his evidence is often depress-

ing, particularly his portrait of the widespread irresponsibility of the newspapers, records of more mature attitudes appear, such as the directives to the staff of the television program, "Captain Kangaroo." One peculiar omission in the book: although it is a plea for more responsible communicators and a more enlightened public, Schramm does not mention the staggering implications of his analysis for the schools.

The Rev. Boyd's *Christ and Celebrity Gods* is a plea for responsibility from another quarter. Father Boyd proposes a "bridge" between theology and the public; the bridge is the mass media, responsibly used. He investigates the image of religion in the media by examining several "religious" films and their reviews briefly, and Mr. Cecil B. DeMille's *The Ten Commandments* in detail. Newer, bigger, brassier than the other films mentioned, *The Ten Commandments* was a good choice for detailed analysis. Father Boyd summarizes the plot and finds it spurious and, in the legitimate sense of the word, pornographic; he reports the production of it as a series of pyrotechnics; its promotion an embarrassment to critics and churchmen of sensitivity and integrity. Especially disturbing was the wooing of clergy support through publicity and press parties; critical teachers may also be distressed by the prospect of school children urged in school to see the film. (Some classes have even been taken in a body to see it.) Father Boyd's quotations from the clerics' hosannas to the movie even sound like Mr. DeMille at his most effulgent worst.

In *The Ten Commandments* God appears a sort of "divine trained seal." In other Hollywood films, an attempt to show the "human side" of God's ministers spawns the pacifist cleric who finally praises God and passes the ammunition, the nun who can teach boxing as well as the "Our Father," the priest who enjoys a nip. Religion can be fun and theology is accommodating if some Likable Guy up there likes you.

The Rev. Boyd opposes to this treacle the truly religious film, a *Monsieur Vincent*, for instance, and his hope for penetrating realism in art. Where more vocal and less thoughtful clergymen have seen only evil in, say, Tennessee Williams and all his works, Father Boyd perceives a skillful picture of a part of humanity that also needs salvation. One wishes clergymen would think less of their white, woolly sheep of sentimentality and more of the black ones of visible corruption.

MARY E. HAZARD  
Trenton State Teachers College

# Audio-Visual News

By EVERETT B. LARE

**PREHISTORIC ANIMALS OF THE TAR PITS:** Film; 12 mins.; color (\$125); black and white (\$62.50); Film Associates of California, 10521 Santa Monica Blvd., Los Angeles 25, Calif.

This film is another of the colorful films distributed by Film Associates of California. It introduces the tar pits at Rancho La Brea, Los Angeles, and the skeletons of some of the animals taken from it. The film opens with a view of the park created around this famous pit. The pit is surrounded by a fence to keep out present-day animals and humans. A diagram shows a cross section of the tar pits with the tar coming from deep beneath the earth through cracks and branches out into smaller cracks as it works its way upward. On the surface it collects into pools.

The film shows the Los Angeles County Museum, where skeletons taken from the tar pits are on display. Some of the animals shown are the mastodon, saber-toothed cat, and the giant ground sloth. In the laboratory where the bones are brought, as they are removed from the pit, is displayed a chunk of tar embedded with the fossil bones. The fossil bones are carefully measured, labeled, catalogued, and sorted into boxes. When enough fossil bones have been collected, the paleontologist can recreate the animal. One of the scientists in the museum is recreating an ancient tar pit as it was thirty or forty thousand years ago. A great many different kinds of animals lived at that time: the mammoth, a plant-eating animal which grew to be thirteen feet high; a teratornis, a great bird much larger than a present-day eagle; the dire wolf, perhaps one of the largest wolves that ever lived; and the saber-toothed cat, as large as today's African lion. Another interesting animal was the giant ground sloth, a lumbering animal, larger than today's grizzly bear. Standing erect it would have towered over a tall man.

How did these animals come to be preserved in this tar pit? Undoubtedly, one of the animals stopped at the tar pit for a drink when it was covered with some water. Or, perhaps it merely stepped onto the tar, not realizing what it was stepping on. As it sank into the tar its cries attracted other animals which were looking for food. That animal in turn fell into the pit and so on until many animals had been caught. At the present time, 10,000 animals have been re-

moved from the pit. This film is accompanied by a study guide which includes discussion, questions, and words to learn.

*Comments:* This colorful film is attractive. Certainly when fossils are being studied, this would be a good film to include, not only because of the method of reconstructing animals from a few bones but also because the scene is one of the most famous locations in the world to find fossils. The pictures are more important than the commentary. It could be used for introduction, presentation, or review of the subject. (Jr. H.S.)

## Recent Film Releases

From CORONET FILMS, 65 E. South Water Street, Chicago 1, Ill.:

**PANAMA CANAL:** 11 mins., black and white (\$55), color (\$100). This film demonstrates the operation of the canal, points out the great need for the canal and the men who were responsible for its being built.

**THE FRENCH REVOLUTION:** 16 mins., black and white (\$82.50), color (\$150). This film gives a brief history of the Revolution from 1789 to Napoleon.

**HANDEL AND HIS MUSIC:** 13 mins., black and white (\$68.75), color (\$125). This film consists of a brief history of Handel's life, with selections from his eighteenth century oratorios, operas, sonatas, and masques.

**BICYCLE SAFETY SKILLS:** 11 mins., black and white (\$55), color (\$100). This film shows the correct procedures in checking a bicycle for safety and demonstrates safety practices in bicycle riding.

**THE HUMAN BODY: DIGESTIVE SYSTEM:** 13 mins., black and white (\$68.75), color (\$125). This film explains and demonstrates the action of the digestive system by means of animation and live shots.

**HIGH SCHOOL PROM:** 16 mins., black and white (\$82.50), color (\$150). Good manners and appropriate dress are emphasized in this film

on proper behavior before, during, and after a prom.

From INTERNATIONAL FILM BUREAU, 57 E. Jackson Blvd. Chicago, Ill.:

**COLONIAL LIVING:** 15 mins., color (\$135). This film is suitable for American history classes studying colonial life. The baker, printer, silver-smith, blacksmith are some of the workmen portrayed.

**JOE AND ROXY:** 27 mins., black and white (\$125). This film considers the teen-age problem of going steady. Useful for teachers and parents as well as students.

From NORTHERN FILMS, 1947 14th Ave. N., Seattle 2, Wash.:

**LETTER FROM ALASKA:** 20 mins., color (\$175). A trip up the Alaska Highway to the city of Anchorage with views of Mount McKinley, the Katmai volcanic area, the Matanuska Valley, the glaciers, and the tundra.

**LITTLE DIOMEDE:** 16 mins., color (\$135). The geography, plant and animal life, and the Eskimo life are shown on the island of Little Diomede.

From WESTON WOODS STUDIOS, Weston, Conn.:

**THE CAMEL WHO TOOK A WALK:** 6 mins., black and white (\$37.50), color (\$75). A pictorial presentation of the book, *The Camel Who Took a Walk*, creates suspense and excitement.

From CHURCHILL-WEXLER FILM PRODUCTIONS, 801 N. Seward St., Los Angeles, Calif.:

**COUNTRY OF ISLAM:** 16 mins., black and white (\$75), color (\$150). This film depicts the customers of this country are shown in autumn.

**FARMER OF AUSTRIA:** 16 mins., black and white (\$75), color (\$150). The occupations and customs of this country are shown in the fall of the year.

**JOURNEY IN FRANCE:** 16 mins., black and white (\$75), color (\$150). Two French children travel on a barge through the canals and the Rhone, Saône, and Doubs rivers. They see the farmlands, vineyards, and historic buildings.

From MCGRAW-HILL TEXTFILMS, 330 West 42d St., New York 36, N.Y.:

**THE FALL OF FORT SUMTER:** 27 mins., black and white (\$125). A dramatization of the events leading up to the fall of Fort Sumter.

**THE TRUE STORY OF THE CIVIL WAR:** 33 mins., black and white (\$150). An account of the Civil War as shown by photographs, newspaper cartoons, and headlines. Background history is given from Fort Sumter to Gettysburg.

**ADÉLIE PENGUINS OF THE ANTARCTIC:** 20 mins., black and white (\$100), color (\$200). An effective presentation of the birth and hazards in the lives of the penguins.

**THE VANISHING VEDDAS:** 22 mins., black and white (\$100), color (\$200). The way of life of a tribe in the jungles of Ceylon. Methods of obtaining food and customs of marriage and burial are shown.

**THE BRAIN AND BEHAVIOR:** 22 mins., color (\$130). A model of the brain shows the areas which control various functions. Techniques of obtaining this information from patients with brain injuries are shown.

From FILM ASSOCIATES OF CALIFORNIA, 10521 Santa Monica Blvd., Los Angeles 25, Calif.

**MACHINES THAT HELP THE FARMER:** 11 mins., black and white (\$50), color (\$100). The simple spade, rake, and hoe are compared with a farmer's machines that do the same type of work but on a larger scale.

From the UNITED STATES DEPARTMENT OF AGRICULTURE, Motion Picture Service, Office of Information, Washington 25, D.C.:

**WATERSHED WILDFIRE:** 21 mins., black and white, color. This film depicts the forest fire which spread through the brush-covered canyons of California. It emphasizes the importance of reseeding to control floods.

From WAYNE STATE UNIVERSITY, College of Education, Detroit 2, Mich.:

**GREGORY LEARNS TO READ:** 28 mins., black and white (\$135), color (\$235). A modern classroom equipped with modern teaching devices is used with various ways of grouping for gaining reading skills.

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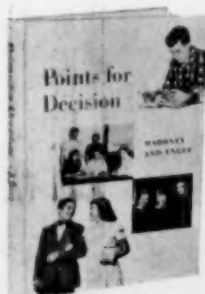
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